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# THE LINGUISTIC REPORTER

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## American Linguists To Visit China

As part of a series of ongoing exchange visits between the United States and the People's Republic of China, a delegation of 11 U.S. linguists and language teaching specialists will spend one month in the PRC this fall traveling to various centers and meeting with Chinese teachers, scholars, and officials. Departure date for the group is October 10. The visit is one of nine "official" exchanges of delegations agreed upon by the National Scientific and Technical Association of the People's Republic of China and the Committee on Scholarly Communications with the People's Republic of China (CSCPRC). The trip by the American delegation will return a visit by Chinese English language specialists and linguists to the U.S. last November. (See *LR* stories, Vol. 15:9; Vol. 16:3; 16:4.)

W. P. Lehmann (University of Texas at Austin) will serve as chairman of the delegation. Other members are: Cheng Chin-Chuan (University of Illinois), Charles A. Ferguson (Stanford University), Victoria Fromkin (University of California at Los Angeles), William Labov (University of Pennsylvania), John Lum (National Institute of Education), Anatole Lyovin (University of Hawai'i), Frederick Mote (Princeton University), Jerry Norman (University of Washington),

See *China*—6, col. 3

## GRANT OPPORTUNITIES FOR LINGUISTS

The American Council of Learned Societies (ACLS) has announced the availability of fellowships and grants for the forthcoming academic year. Information on grants and fellowships is listed below.

**Fellowships.** These are available to scholars wishing to engage in research in the fields of philosophy; aesthetics; philology, languages, literature and linguistics, archaeology; art history and musicology; history; cultural anthropology; and folklore. Deadline: October 15, 1974. Requests for applications will not be honored after October 9th.

**Study Fellowships** Young humanitarians are invited to apply for these grants if they are interested in enlarging their knowledge range by study inside or outside their field in other disciplines. Grants will not be made for basic research purposes. Deadline: November 1, 1974.

**Grants-in-Aid.** These grants are made exclusively for the advancement of specific research programs in progress. Deadlines: September 30, 1974 and February 15, 1975.

**East European Studies** Postdoctoral Research Grants. This program supports research on East European cultures and

populations and particularly invites comparative research on social institutions and processes. Deadline: December 31, 1974.

**Study of East European Languages.** Grants and fellowships are available for summer study abroad or for enrollment in intensive language courses in this country. Deadline: February 3, 1975

**Travel Grants** These grants are available to Eastern European social scientists who are to read or otherwise take some active official part in a meeting which is fully international in sponsorship and/or participation. Deadline: February 15, 1975, if possible

**Research Grants on South Asia** Research grants for this area are intended to aid humanists, social scientists, and development specialists who have demonstrated expertise or professional competence related to South Asia. Deadline: December 2, 1974.

General inquiries and application requests concerning the above programs should be sent to: Office of Fellowships and Grants, ACLS, 345 East 46th Street, New York, New York 10017.

Under the joint supervision of the American Council of Learned Societies and the Social Science Research Council, the International Research and Exchanges

See *Grants*—4, col. 1

## Dialectology Conference Issues Call for Papers

The Second International Conference on Methods in Dialectology is requesting contributions for its 1975 summer meeting. Papers on any aspect of dialect will be accepted provided they are not reports of results. Professionals interested in submitting contributions should briefly describe their innovations, state the form (lecture, short paper, informal report in a seminar, etc.) in which the project will be presented, and give a time-required estimate. No definite meeting dates have been established. The conference coordinator should have all proposals by October 31, 1974. Address correspondence to H. R. Wilson, Department of English, University of Western Ontario, London, Ontario, N6A 3K7, Canada.

## Forthcoming . . .

### October

Conference on American Indian Languages Newsletter

Bibliography on Child Language:

Part I

Government Funding for Linguistics

### November

Child Language Newsletter

Language and Testing

The Study of English in the World

Today

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## linguists wanted

The University of Florida has an opening for *Director of the Program in Linguistics*. Duties will include teaching, directing the program, and other administrative work.

Applicants should hold a Ph.D. and have several years of experience in teaching and research in Linguistics. Administrative ability should be demonstrated. Appointment will be effective September 1975 with salary commensurate with qualifications.

Resumés should be submitted by December 15, 1974 to Linguistics, Search and Screen Committee, Grinter 478, University of Florida, Gainesville, Florida 32611.

The University of Minnesota, Minneapolis has an opening for an *Instructor/Assistant Professor* in Urdu language and literature. Applicants should demonstrate competence in Indo-Pakistani Islam, modern literary criticism, Persian, or other Indo-Pakistani language. Ph.D. preferred.

Appointment is for 1974-75 with a salary range of \$10,000-\$12,000. Send resumés to: Dr. M. A. R. Barker, Chairman, Department of South Asian Studies, 192 Klæber Court, University of Minnesota, Minneapolis, Minnesota 55455.

Pan American University has an opening for an *Assistant Professor of English*. This one-year appointment consists of teaching freshman English to foreign students, teaching sophomore English literature, and teaching advanced language courses conducted in both English and Spanish. The salary range is \$12,060-\$14,220.

Candidates should hold a Ph.D. or ABD in Language or Linguistics with publication and experience desirable.

A second assistant professorship is also open in American Literature.

Resumés should be submitted to: Dr. Carl L. Grantz, Head, Department of English and Journalism, Pan American University, Edinburg, Texas 78539.

Language House, a Chicago-based division of Telemedia, Inc., is seeking more than 100 professional instructors for immediate two-year English teaching assignments in Iran. Instructors will be working with several thousand young Iranian technicians and trainees in Tehran and Isfahan.

The contract includes a \$12,000 aggregate yearly salary and bonus, travel and relocation expenses, and many other liberal benefits.

Candidates with an M.A. or B.A. in TESL/TEFL are preferred, but those with degrees in Linguistics or related language fields will be considered. English or foreign language teaching experience is required.

Applicants should contact Ms. Laura Sinnott, Language House, 430 Michigan Avenue, Chicago, Illinois 60611.

Pontificia Universidade Católica de Campinas, Sao Paulo, Brazil has a two-year opening for a *senior professor* to serve as coordinator of its graduate program in Portuguese Linguistics.

Candidates must hold a Ph.D. in Linguistics and have at least five years teaching experience. Applicants must be fluent in Portuguese and be able to present studies in the area of Portuguese syntax. Salary competitive with U.S. standards for associate or full professorships.

Address inquiries to: Dr. John W. Martin, Presidente, Comissão de Pós-Graduação e Extensão, PUCC, Caixa Postal 317, 13100 Campinas, SP, Brazil.

The Proyecto Lingüístico Francisco Marroquín (PLFM), with support from the U.S. Peace Corps is seeking *eight linguists* to work in a two year program of linguistic development in Antigua, Guatemala, from July 1975-December 1977. Linguists will be responsible for training Mayan Indians in linguistics, and for supervision of preparation of dictionaries, bilingual texts, and grammars in Chorti, Itza, Ixil, Jacalteco, Mopan, Pocomam, Sacapultec, Teco, and Uspantec.

Applicants should be Ph.D. linguists or candidates for that degree and need not have any background in Spanish or Mayan languages. Experience or training in linguistic analysis, field work, etc. would be helpful.

Linguists will be considered "Direct Placement" Peace Corps Volunteers and will be provided with adequate living support, medical coverage, insurance, and transportation. Deadline for applications is January 15, 1975.

For further information write: Director, PLFM, Apartado 237, Antigua, Guatemala, Central America

A U.S. government language school in the Washington, D.C. area may have an opening for a Romance *linguist/methodologist* in January or June 1975. Candidates must be U.S. citizens, fluent in French, and have particular interest in materials development and problems of second language learning. Ph.D. or ABD in linguistics or foreign language education required. Send resumé to Personnel Officer (F), P.O. Box 9312, Rosslyn Station, Arlington, Virginia 22209

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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, Editorial Assistant: Diane Bartosh. Annual subscription, \$2.50, air mail, \$7.50. (Individuals faced with currency restrictions or similar limitations are invited to write to the Editor.) Editorial communications, advertisement inquiries, 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.

As of the November 1974 issue (Vol. 16, No. 9), *The Linguistic Reporter* will accept advertising. A rate card giving specifications, prices, and deadlines is available from the editor upon request.

## Fellowships Awarded By NEH for 1974-75

The National Endowment for the Humanities (NEH) awarded 484 fellowships and stipends for the 1974-75 academic year and the summer of 1974, for a total of \$3.1 million. The awards were made for studies in all areas of the humanities, including languages and linguistics. Listed below are the recipients, institutions, and areas of concentration of awards made in these two fields

### SUMMER STIPENDS

Barber, Elizabeth J Occidental College (Los Angeles) Linguistics and Archeology  
Bivens, William P, III Humboldt State University English and Linguistics  
Braun, Theodore E D University of Delaware French  
Brenckle, Joseph J, Jr University of Alaska Russian Linguistics.  
Cole, Peter University of Illinois Linguistics  
Dimler, George R Fordham University German  
Downing, Bruce T University of Southern California Linguistics  
Givon, Talmy University of California at Los Angeles Linguistics  
Green, Eugene Boston University Linguistics  
Huffman, Clair Brooklyn College of the City University of New York Italian  
Kac, Michael B University of Minnesota Linguistics  
Kahn, Lothar Central Connecticut State College German  
Mattina, Anthony University of Montana Foreign Languages  
Nash, Jerry C Louisiana State University French  
Stary, Sonja G. University of Missouri French  
Wood, Gordon R Southern Illinois University Linguistics.

### JUNIOR COLLEGE SUMMER STIPENDS

Esquer, Elias Mesa Community College (Mesa, Arizona) Spanish

### JUNIOR COLLEGE FELLOWSHIPS

Pug, Joseph M Los Angeles Valley College Spanish and Italian.  
Schaefer, Ellen C Highline Community College (Midway, Washington) French and English  
Stern, Rosalyn G Los Angeles Valley College French.

### U S ETHNIC/MINORITY FELLOWSHIPS

Forman, Michael L University of Hawaii Linguistics  
Golla, Victor K George Washington University Linguistics.  
Willcott, Paul J. Pan American University (Edinburg, Texas) Linguistics

See NEH-13, col 1

## NDEA TITLE VI PROJECTS

Twenty-eight contracts were negotiated by the Institute for International Studies, U.S. Office of Education during fiscal year 1974 in support of 22 new projects designed to improve instruction in modern foreign languages and area studies in the three general categories authorized by Title VI, Section 602 of the National Defense Education Act: surveys and studies, research and experimentation, and the development of specialized text materials. Total funds committed by these contracts were \$579,587,

including \$1,350 from P.L. 480 U.S. owned foreign currency funds. Six additional contracts were negotiated to supplement ongoing projects. Funds committed by these contracts totaled \$179,482 with \$83,008 allocated from P.L. 480 funds.

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

### STUDIES AND SURVEYS

Modern Language Association of America, New York, New York Richard I Brod A survey of foreign language entrance and degree requirements June 1, 1974-June 30, 1975 \$24,656

Modern Language Association of America, New York, New York Edward C Scebold A survey of foreign language enrollments in public secondary schools June 1, 1974-August 31, 1975 \$25,721

Modern Language Association of America, New York, New York Richard I Brod A survey of career-related, community-related, nontraditional and interdisciplinary courses and degree programs in foreign languages in US institutions of higher education June 1, 1974-August 31, 1975 \$49,187

### METHODS OF INSTRUCTION

Foreign Service Institute, Washington, D C Randall L. Jones. A language testing symposium March 13-June 1974 \$700

### LANGUAGE STUDY MATERIALS

Foreign Service Institute, Washington, D C Margaret Omar A Saudi Arabic Basic Course May 1-June 30, 1974 \$5,399

University of Arizona, Tucson, Arizona Handi A Oafsheh A short reference grammar of Gulf Arabic May 15, 1974-May 31, 1976 \$29,840

University of Michigan, Ann Arbor, Michigan. Raji Rammuny Arabic proficiency test for college level June 1-August 31, 1974. \$15,247

University of Utah, Salt Lake City, Utah Mehdi Marashi Development of achievement tests for aural comprehension, speaking, reading and writing Persian at the elementary and intermediate level June 22, 1974-June 30, 1975. \$25,206.

University of Chicago, Chicago, Illinois. Norman H Zide. Preparation of an advanced reader in modern Hindi poetry June 1, 1974-November 30, 1975 \$39,085

University of Minnesota, Minneapolis, Minnesota. M A R Barker Preparation of an advanced reader in Urdu poetry July 1, 1974-June 30, 1976 \$64,289

Cornell University, Ithaca, New York John U

Wolff Preparation of intermediate Indonesian conversational lessons and revision of beginning Indonesian lessons June 1, 1974-September 15, 1975 \$39,220

Foreign Service Institute, Washington, D C Gerard P. Kok An interagency Chinese language project March 1-June 30, 1974 \$5,000

Foreign Service Institute, Washington, D C Jim Mathias A compilation of Chinese dictionaries in all languages May 1-June 30, 1974 \$3,500

Board of Trustees of the Leland, Stanford, California Joseph H. Greenberg. A manual of Hausa idioms July 1, 1974-September 30, 1975 \$18,696

Indiana University Foundation, Bloomington, Indiana John G Hangin. An advanced Mongolian reader texts from the social sciences and related fields June 15, 1974-June 14, 1976 \$19,909.

Center for Applied Linguistics, Arlington, Virginia Dean Worth The development of a Czech reader in the social sciences and humanities June 1, 1974-May 31, 1975 \$11,847

### AREA STUDY MATERIALS

University of Washington, Seattle, Washington Michael C Shapiro Language and society in South Asia June 14, 1974-September 30, 1975 \$44,817

University of Wisconsin, Madison, Wisconsin Joseph Elder South Asia films June 1, 1974-December 1, 1975 \$48,776

Mongolia Society, Inc, Bloomington, Indiana John G. Hangin Mongolian studies humanities curriculum. June 15, 1974-June 15, 1976. \$15,593.

University of Cincinnati, Cincinnati, Ohio. Han-Kyo Kim Korean studies guide. June 25, 1974-December 31, 1975. \$21,350

American Association for the Advancement of Slavic Studies, Columbus, Ohio Ivan Volgyes Preparation of materials for an interdisciplinary course on Eastern Europe June 1, 1974-May 31, 1976 \$55,394 (\$1,350 from P L 480)

University of Wisconsin, Eau Claire, Wisconsin Edward Jamison Preparation of a manual of readings for an introductory, interdisciplinary course of Latin America. June 1, 1974-October 31, 1975 \$17,505

## GRANTS—from page 1

Board (IREX) administers scholarly and academic exchange programs with Bulgaria, Czechoslovakia, Hungary, Poland, Romania, Russia, and Yugoslavia.

*Programs with the USSR* Exchange of senior social scientists and humanitarians between the American Council of Learned Societies and the Soviet Academy of Sciences for research purposes in the Soviet Union. Exchange programs are normally for a period of three to nine months. For periods of study beginning May 1975 or later, completed applications should be submitted by November 1, 1974.

For research in Russia for periods of three to six months, exchange of senior scholars in all fields with the Ministry of Higher Education and Specialized Secondary Education of the USSR. Deadline: November 1, 1974.

Exchange of graduate students and young faculty in all fields with the Ministry of Higher and Specialized Secondary Education of the USSR for research in the Soviet Union. This program is open to graduate students who have completed all work toward the doctoral degree except dissertation and to postdoctoral researchers. Duration of the program is from one semester to a full academic year. Deadline: November 1, 1974.

Language teachers' summer exchange with the Ministry of Higher and Specialized Secondary Education for advanced Russian language study at Moscow State University. Open to teachers with at least two years teaching experience in Russian, study is for nine to ten weeks during the summer. Deadline: December 1, 1974.

Contemporary social scientists who have received formal invitations from the Russian Academy of Sciences, one of its institutes or other appropriate Soviet institutions, may apply for short-term travel grants. These grants are available for professionals visiting the USSR for purposes of consultation, research, lecturing, etc. Applications may be made at any time.

*Programs with Eastern Europe.* For graduate students who have completed all work toward the doctorate except dissertation, junior researchers, and professors who intend to conduct research in Bulgaria, Czechoslovakia, Hungary, Poland, Romania, and Yugoslavia. Duration of the program normally is for one se-

mester to a full academic year. Deadline for academic year 1975-76: November 15, 1974.

*Ad Hoc Grants* A limited number of small grants are available for support of short-term scholarly contacts leading to joint research and new forms of academic cooperation between American scholars and institutions and their counterparts in the Soviet Union and Eastern European countries. Deadlines: September 30, 1974; December 31, 1974; March 31, 1975; and May 31, 1975.

*Collaborative Project Grants* Small awards are made for a select number of special projects such as symposia, joint research or publication, information exchanges, and institutional exchanges of personnel. These awards involve scholars from the United States and one or more of the exchange countries previously mentioned as well as scholars from East Germany, Albania, and Mongolia. Deadlines: October 31, 1974 and April 30, 1975.

For additional information on these and other IREX programs write: International Research and Exchanges Board, 110 East 59th Street, New York, New York 10022.

The John Simon Guggenheim Memorial Foundation offers fellowships to assist research in any field of knowledge. Grants are available normally for one year, but not less than six months. Applicants must be U.S. citizens or have permanent residency. Completed applications must be submitted by October 1, 1974. Inquiries should be addressed to: John Simon Guggenheim Memorial Foundation Fellowships, Gordon N. Ray, President, John Simon Guggenheim Memorial Foundation, 90 Park Avenue, New York, New York 10016.

The American Research Institute in Turkey, with partial support from the Bureau of Educational and Cultural Affairs of the U.S. Department of State, has several fellowships available for the academic year 1975-76. Financial support includes maintenance and allowances for travel to and from Turkey and may be available for travel within the country. Accommodations will be provided for a nominal fee at the Institute's headquarters in Istanbul. Grants support research only in Turkey in area studies in the humanities and social

sciences.

Applicants must be postdoctoral scholars or graduate students lacking only a dissertation and must be affiliated with an educational or research institution in the United States or Canada. They are required to submit the following materials at the time of application: (1) a curriculum vita including education qualifications, present academic status, and professional experience, (2) an outline of the proposed project or study to be undertaken; (3) a detailed statement explicating financial needs; (4) a minimum of three letters of recommendation.

Applications should be submitted by November 15, 1974 and will be acted upon on or about December 31, 1974. Application forms are available from the American branch of the American Research Institute in Turkey, 1155 East 58th Street, Chicago, Illinois 60637.

The National Endowment for the Humanities (NEH) has announced the availability of the following grants and fellowships for 1975-76:

*Program Grants in Education.* These grants are designed to encourage the development and testing of innovative approaches to humanities education. NEH is especially interested in programs/projects which will serve as models or which will furnish curricular materials or services of use to similar institutions.

Applications must be submitted by November 1, 1974 for projects beginning after April 1975. Applications and information may be obtained from: Dr. Roger Rosenblatt, Division of Education, NEH.

*Project Grants in Research.* This program supports research and writing that contribute to the national welfare through the discovery and dissemination of knowledge in the humanities. Emphasis is placed on those projects which have contemporary social relevance, i.e., urban and minority problems.

For projects beginning after August 1, 1975, applications must be submitted by November 18, 1974. More details may be obtained from: Dr. William R. Emerson, Division of Research Grants, NEH.

*Fellowship Program.* NEH offers fellowships for independent study and research, residence for college faculty, sum-

## grants, fellowships, awards

mer stipends, summer seminars for college faculty, and fellowships for the professions. Areas of study supported by this program include—among others—modern and classical language, linguistics, and those aspects of the social sciences which have humanistic content and employ humanistic methods. Awards are made to assist humanists in making important contributions to knowledge, or developing their abilities to do so by providing support for uninterrupted study. Fellows must devote full time to their projects. Completed applications should be submitted by October 15, 1974 to: Dr. James H. Blessing, Division of Fellowships and Stipends, National Endowment for the Humanities, 806 15th Street N.W., Washington, D.C. 20506.

The Woodrow Wilson International Center for Scholars offers about 40 fellowships to postdoctoral scholars and to outstanding professional men and women outside the academic community. Emphasis is placed on issues designed to increase man's understanding of critical contemporary problems and on suggestions for their resolution. Average appointments are for nine months to a year. Application deadlines are October 1, 1974 (mid-December announcements) and March 1, 1975 (mid-May announcements). To request applications write: The Woodrow Wilson International Center for Scholars, Smithsonian Institute, Washington, D.C. 20560.

The U.S. Office of Education, through its International Studies Branch, will provide funding for the following programs during 1975-76:

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

Awards are not available for projects focusing on England, France, Germany, Italy, or Spain and will not be made for research in countries where the United States

has no diplomatic representation. Candidates must be U.S. citizens who are currently enrolled in a doctoral program in one of the areas mentioned above and who plan to teach at a U.S. college or university. They also should have enough fluency in the country's language to adequately carry out their proposed research. If this research is to be made in the Soviet Union, the candidate must also apply to IREX.

Applicants should apply directly to graduate deans at their own institutions. The anticipated deadline is October 15, 1974. Official deadlines will be announced in the *Federal Register*.

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

In addition to having U.S. citizenship, candidates must be teachers in foreign languages, area studies, or world affairs. They should have recognized professional standing and are required to submit a detailed description of their proposed project along with a statement from their institution describing how the project will contribute to the institution's program development plans.

The anticipated deadline is October 1, 1974. Official deadlines will be announced in the *Federal Register*.

**Exchange Teaching and Short-Term Seminars Abroad** Under the International Educational and Cultural Exchange program authorized by the Fulbright-Hays Act, American educators are eligible for grants to teach abroad during the 1975-76 academic year or to attend selected seminars abroad. Application forms and information about this program may be obtained before November 1, 1974.

**Foreign Curriculum Consultant Program** State departments of education, local school systems, accredited higher education institutions, and nonprofit education organizations may bring specialists to the U.S. to assist in planning and developing modern foreign language and area studies curriculums. Consultant

services generally have been directed toward improving or adding a non-Western European studies component in secondary education. Grants will not be made for consultants to simply develop language programs.

If an applying institution designates a specific individual, justification should be furnished. The designated individual must also meet the regular requirements which include having at least five years experience in the above-mentioned areas, speaking fluent English, and having an exchange visitor visa.

The anticipated deadline is October 1, 1974. Official deadlines will be announced in the *Federal Register*.

Inquiries and application requests should be addressed to: International Studies Branch, Division of International Education, Office of Education, U.S. Department of Health, Education, and Welfare, Washington, D.C. 20202.

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

The German Marshall Fund of the U.S. has created a Common Problem Fellowship-Program which provides stipends for scholarly work which might "contribute to the better understanding of a resolution of significant contemporary or emerging common problems of industrial societies, particularly their social, political, and economic divisions." The fellowship period can vary from a few months to more than a year.

Established in 1972, the German Marshall Fund emphasizes studies of common problems between the U.S. and Western Europe.

Application deadline is October 31, 1974. For more information write: German Marshall Fund, 1717 Massachusetts Avenue, N.W., Washington, D.C. 20036.

# dissertations in progress

## Massachusetts Institute of Technology

- Relative Clauses in Universal Grammar* Avery Andrews.
- Derivational Morphology* Mark Aronoff
- Topics in Syntax and Semantics* Ivonne Bordoloi.
- Aspects of the Grammar of Infinitives and for Phrases* Robert Faraci
- On Obligatory and Optional Rules* Robert Fiengo
- Late Phonological Rules of English* Dan Kahn
- Navaho Embedded Questions and Complementizers* Ellen Kaufman
- How Phonological Rules Work* Mary-Louise Kean.
- Syntax and Semantics of Connectives in Natural Language* Mark Liberman
- Japanese Syntax* Susan Martin
- Existential Sentences in English and Other Languages* Gary Milsark
- Functional Sentence Perspective* Richard Oehrle.
- A Generative Grammar of Navaho* Paul Platero
- Constraints on Variables in Phonology* Alan Prince
- Topics in Morphology* Dorothy Segal
- Rule Ordering in Syntax* Edwin Williams
- Ohio State University
- Quantity in Icelandic Production and Perception* Sarta Gaines
- A Natural History of Complete Consonantal Assimilations* James W. Hutcheson August 1973
- Impositive Speech Acts* Patricia A. Lee March 1974.
- The Natural Phonology of Vowels: Some Paradigmatic Processes* Patricia D. Miller
- Topics in the Theory of Global Syntax* Ronald Neel
- Zero Pronominalization in Japanese* Misko Ohso
- Phonetic and Phonological Properties of Connected Speech* Linda Schockey. December 1973.
- The Expression of Causation in English Clauses* Richard H. Wojcik Fall 1973
- Princeton University
- Russian Reflexive Pronouns and the Semantic Roles of Noun Phrases in Sentences* Emily Ruth Klema April 1974
- A Linguistic Study of Samuel Clemens's Style* Janet H. McKay December 1973
- Chronological Developments in Virgin Islands English Creole Phonology* Gilbert Sprauve
- University of Illinois
- Yoruba Nominalizations* Yiwola Awayale
- Topic, Focus, and Topicalization Rules* Gad Ben-Horin.
- A Syntactic and Semantic Description of Negation in Selected Indo-Aryan Languages* Tej Bhatta
- On the Characterization of Vowel Harmony Systems: A Developmental Interpretation* Jurgen Dolan
- Presuppositions and Restrictive Relative Clauses in Hindi* Susan Donaldson
- On Grassmann's Law in Greek and Sanskrit* Timothy Habick
- Tense, Aspect, and Presupposition in Hindi*

## Geoffrey Hackman

- Persian Relative Clauses and Their Implications for Linguistic Universals* John Houston
- The Development of Phonological Rules* Lise Menn
- Counterfactive Verbs* Marc Rosenberg
- Generative Theory and Some Phonological Processes of Korean* W. Keith Russell
- Sentence Processing Used by Deaf Children* Barbara Schwarte
- A Cinematographic Study of Selected Korean Utterances and Its Implications* Han Sohn
- Verb + Particle Combinations* Roberta Stock
- Reconstruction of Proto-Edo* Gregory Thomas White
- Functions of Relative Clauses in English and Hebrew* Yael Ziv

## Georgetown University

- Basic Semantic Structures of Korean* Rafael Abasolo
- The Adaptive Functions of Language Use in the Transition from Narcotics Addiction to a Drug-Free Life* Harold Ames, Jr
- Language Beliefs, Attitudes, and Values: A Study in Linguistic Cognitive Frameworks* Edmund A. Anderson
- The Linguistic Development and Socialization of Italo-American Children in Boston's North End* Lawrence Biondi, S.J.
- Error Analysis in the Free Compositions of Spanish Speakers* Marion Elizabeth Carter.
- A Generative Approach to Two of the Regular Phonological Changes That Affected Slavic Diphthongs Ending in a Liquid* William Chertack
- A Cross-Sectional Study of the Acquisition of Negation Structures in Black Children* Nona H. Clarke
- The Syntax of Alabama White English: Selected Problems* Louise C. Feagin
- A Study of the Role of Programmed Instruction in the Teaching of Foreign Languages with Particular Reference to the Teaching of English as a Foreign Language* Gustavo Adolfo Fierro
- Semantic Prosody in Illocutionary Acts* Marilyn G. Glenn
- Prepositions in Brazilian Portuguese* William Leon Higgins.
- The Cultural/Communication Factor in ABE-TESOL Programs* Diane M. Hunter
- On the Nature of the Sardinian Continuum* Maria Ibba
- Adult Baby Talk in English: A Sociolinguistic Study of the Style of Speech Used by Certain Adults in Addressing Infants and Children to the Age of Three* Winifred Jones
- Studies on the MLAT: The Predictive Validity of Each of the Five Parts, The Effect of Previous Language Training on MLAT Scores, The Correlation of MLAT Scores and Achievement in Specific Language Groups* Elissa R. Kenning.
- On the Structure of the Expression and Semantics of Two-Word Verbs in English* Gustaaf Keppens, S.J.
- Towards a Semantic Typology of Predicates*

## Michael E. LaBorde

- Puns as Speech Acts and Speech Acts in Grammatical Theory* Paul Sidney Larudee
- Cebuano Case Grammar* Elsa Yap Lenches
- The Relationship of Variables in Venezuelan Spanish to Differences in Style and Venezuelan Social Class Structure* Jean B. Longmire
- A Transformational Grammar of Panjabi* Carol Ann Mannan
- On the Semological Structure of Russian Motion Verbs* James F. Martin

## Yale University

- Lowland East Cushitic Subgrouping and Reconstruction* Paul Black
- A Stratificational View of Linguistic Change* William M. Christie, Jr
- Non-pronominal Co-reference and Specificity in English* Thomas A. Dietch
- The Dialects of the Bikol Area* Curtis D. McFarland
- The Origin of Relatives Based on the Interrogative Stem in the Indo-European Languages* Robert L. Nowicki
- A Grammar of Tuscarora* Marianne Mithun Williams

## CHINA—from page 1

Howard E. Sollenberger (Foreign Service Institute, Department of State), and James Wrenn (Brown University). They will be accompanied by Anne FitzGerald of the CSCPRC, the organization sponsoring the trip.

The delegation was chosen from a group of candidates proposed by a nominating committee appointed by the CSCPRC. Members of the nominating committee were W. P. Lehmann, Frederick Mote, Rudolph C. Troike (Center for Applied Linguistics), and William S-Y. Wang (University of California, Berkeley).

The nominating committee also suggested a set of topics which would form the major areas of concern by the delegation. These are: (1) Changes in the Chinese language and language planning (considering both the spoken language and the writing system); (2) Chinese language teaching and bilingualism; (3) Language pathology and the biological basis of language; (4) Lexicography; (5) Non-Han languages; (6) The history of Chinese; (7) The teaching of English and other foreign languages. Delegation members were chosen, in part, because of their interest in these topics.

The *Linguistic Reporter* will carry a series of articles on the observations and impressions of the delegation during its trip.

On October 4-9, 1974, the National Council of Teachers of English and the Center for In-Service Education (CIE) will sponsor the Third National Seminar in Indian Education in Reno, Nevada. Interested persons should contact: CIE Special Projects, Box 754, Loveland, Colorado 80537.

The Fortieth Annual Foreign Language Conference at New York University will be held on Saturday, November 2, 1974, at 9 a.m. in the Loeb Student Center of New York University at Washington Square. For information and a copy of the program, please write to: Professor Emilio L. Guerra, Head, Division of Foreign Languages and International Education, New York University, School of Education, 239 Greene Street, 735 East Building, New York, New York 10003.

A colloquium on "The Language Needs of Future Commercial Cadres" will be held at the University of Brussels, November 6-7, 1974. The seminar is being sponsored by the Institut de Phonétique and the Institut voor Taalonderwijs of the Free University of Brussels in collaboration with the Association Internationale pour la Recherche et la Diffusion des Methodes Audio-Visuelles et Structuro-Globales (AIMAV), the Belgian Association for Applied Linguistics (ABLA), and others.

For more information write: Mr. Jos Nivette, Director of the Institut voor Taalonderwijs, Vrije Universiteit Brussel, Oudergemsesteenweg 22-24, 1040 Brussels or Mr. Max Wajskop, Director of the Institut de Phonétique, Université Libre de Bruxelles, Avenue F.D. Roosevelt 50, 1050 Brussels, Belgium.

A *Table Ronde* du CNRS, jointly sponsored by the Centre National de la Recherche Scientifique and the Groupe de Recherches Informatique et Linguistique of the University of Aix-Marseille, will be held November 11-14, 1974 in Aix-en-Provence, France. The theme of the roundtable is "Analytical Procedures and Validation Methods in the Study of Text Data." Roundtable discussions will focus on the following areas: (1) The study of certain classes of texts with a view toward determining the characteristics of the linguistic order of these classes by means of their syntactic, stylistic, lexico-semantic, and

logical aspects; (2) The study of text data vis-a-vis the utilization of information techniques [man-machine communication through natural language, reasoning simulation, etc.] and the points of view of fields such as linguistics, logic, and information theory; (3) The study of text data as data particularly appropriate to diverse human disciplines, including psychology, sociology, philosophy, history, and anthropology. Those wishing to attend the meeting should write: Groupe de Recherche Informatique et Linguistique, 7 Boulevard Paul d'Olonne, Aix-en-Provence, France.

The University of Toronto will conduct a colloquium on "Discourse Analysis" November 16-17, 1974. Participants include Jean-Claude Anscombe, Paul Souissac, Jean-Claude Chevalier, Oswald Ducrot, Bryan Fitch, Louis Francoeur, Henry Gleason, A. J. Fleche, Kenneth Quinn, Michael Riffaterre, Régine Robin, William Samarin, André Smith, Claude Tatilon, and Tsvétan Todorov. More details may be obtained by writing: Pierre R. Leon, Director, Experimental Phonetics Laboratory, 39 Queen's Park Crescent East, University of Toronto, Toronto M5S 1A1, Ontario, Canada.

The 12th International Congress of the Fédération Internationale des Professeurs de Langues Vivantes (FIPLV) will take place November 27-30, 1975 in Washington, D.C. The congress will be held in conjunction with the 9th Annual Meeting of the American Council on the Teaching of Foreign Languages (ACTFL). Topics to be discussed tentatively fall within the scope of the three general themes of the Congress: (1) Curriculum in transition; (2) Teaching foreign languages; (3) Tasks of the foreign language teacher in our age. For further information write: Secrétariat Général, FIPLV, Postfach 544, D-355 Marburg II., West Germany.

A Seminar on Romanian Language and Literature will be held as part of the Modern Language Association's meeting in December (see Meetings and Conferences, p. 11 of this issue). Those interested in participating in the seminar are requested to write: Vasile C. Barsan, 323 Floral Avenue, Mankato, Minnesota 56001.

*Journal of Child Language*. Published by Cambridge University Press, New York and London. Twice a year. First issue: May 1974. Editor: David Crystal. Subscription: \$19.50, one issue \$12.00. Editorial correspondence to: David Crystal, Department of Linguistic Science, University of Reading, Whiteknights, Reading, Berkshire, England. Subscription correspondence to: Cambridge University Press, American Branch, 32 East 57th Street, New York, New York 10022.

The main purpose of the *Journal of Child Language* is to provide an international forum for reporting current trends in the study of child language in light of the attitudes and findings of general linguistics and phonetics. The first issue contains articles on the theoretical, methodological, and empirical study of language development in children.

Although primarily linguistic-based, the journal accepts material on all aspects of the scientific study of language behavior in children. Articles may report findings from naturalistic observation, experimental techniques, therapy, or education settings on any recognized facet of child language study. Book reviews are also solicited.

*IIAS Newsletter*. Published by the Indian Institute of Advanced Study. Twice a year. First issue: October 1973. Editor: Shri T. Prem Kumar. All correspondence to: The Editor, IIAS Newsletter, Indian Institute of Advanced Study, Rashtrapati Nivas, Simla 170005, India.

This newsletter replaces the Bulletin of Information, formerly published on a quarterly basis by the Institute. Its purpose is to keep scholars informed of Institute activities, and it includes information on conferences and seminars sponsored by the Institute. An attempt will also be made to report on the academic activities of former Fellows of the Institute, including brief reports on research in progress.

The deadline for submission of abstracts of papers for the 4th International Congress of Applied Linguistics (see *LR* 16:3) has been changed to December 1, 1974. Abstracts should be sent to: AILA Secretariat, c/o Herrn Detlev Riebicke, Hallschlag 151, 7 Stuttgart 50, West Germany.

## Bilingualism: Two Languages Are Worth Two Men

[Editor's Note The following is a statement presented by Susan Jang (Department of Asian American Studies, University of California, Berkeley) in June 1974 before the California Equal Education Opportunities Commission Hearing on Bilingual Education ]

From my experience working with immigrant children in San Francisco, I see the urgent need for bilingual/bicultural education; on the other hand, I have also seen resistance from institutions that should be training the personnel to implement bilingual/bicultural education in the public schools. Tonight, I wish to address my remarks to this issue—the lack of involvement and commitment of higher education institutions to bilingual/bicultural education is an important issue which should be publicly recognized

When a school district bows to public pressures to set up a bilingual/bicultural education program for their students, the superintendent will often look for teacher(s) with the right color face or the right color name to head the experiment. The appointed person may or may not know anything about the rationale, the methodology, or the materials of bilingual/bicultural education. When the experiment fails, bilingual/bicultural education is added to the list of programs that did not work. Thus, part of the failure to meet those demands of the public is due to the failure of the educational institutions to produce a cadre of competent and qualified bilingual personnel (teachers, counselors, administrators, and university instructors) to staff the programs and to produce the needed new curriculum, books, diagnosing and testing materials.

It is not the California State Department of Education that has not taken the initiative to establish legislation and funds (though meager), because we do have a bilingual cross-cultural credential that is competency-based. The problem lies in that there is a lack of involvement from higher education institutions, especially teacher training programs, in bilingual/bicultural education. Miguel Navarrete of the Bilingual Education Office in Sacramento stated in a recent meeting that the state of California is authorized to give a bilingual teaching credential, but no higher edu-

cation institution in California is prepared to do so

Gilbert Martinez in his testimony last year before the U.S. Senate subcommittee, Labor and Public Welfare, on Senate Bill 1539 stated that. (1) "The Bilingual/Bicultural Task Force has identified approximately 200,000 students who are limited and/or non-English speaking. Include preschool students and a 15% chance error on the survey plus 100% integration of classrooms (which is a necessity for bilingual education), we have upwards of 500,000 students in need at the present time." (2) "Because of the estimated 500,000 population in need in California plus others (for bilingual education is an excellent tool to be used in educating all foreign language students), we are estimating upwards of 15,000+ teachers are needed who are bilingual/bicultural and who have college training in this area" And yet, (3) "Teacher training institutions in California graduated less than 200 trained teachers in bilingual education," and this does not include lesser numbers of counselors and administrators trained in this area.

Not only are higher education institutions not performing competently but there is widespread resistance against permanent implementation of such a teacher training program. Some educators perceive bilingual/bicultural education as a "fad"—here today, gone tomorrow. They heed not the introductory remarks of Senator Edward Kennedy on Senate Bill 2552: "The 5-year authorization for an expanding bilingual education program of the Bilingual Education Reform Act of 1973 will insure that school districts, teacher training programs, and parents will be able to plan bilingual education programs with the knowledge that federal support is *not* an on-again, off-again program. We have the obligation to make good in the promise of equal education to all school children and [the] bilingual education program is a vital element in achieving that goal."

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

Then there is the attitude that bilingual/bicultural education is dependent upon legislation, given that the law at present requires that bilingual/bicultural education be provided to limited and/or non-English speaking students, there is a demand for teacher training programs in bilingual/bicultural education. But some educators feel that this still does not justify the existence of such a program *if* the local school districts are not supporting and not funding bilingual education programs

Another common argument is that higher education institutions lack the funds to develop and maintain such a program. This is no excuse since funds are now used for less important things than bilingual/bicultural education. Ask any budding student teacher what he gains most from his teacher training program and he will tell you it was not in the classroom of the teacher training institution but in a classroom of a real public school with real students. Ask him again what are the prospects for jobs in teaching and he will tell you that the job market for teachers in almost every field is oversupplied and he probably will not have a teaching job for awhile. Even if a teacher training program in bilingual/bicultural education is implemented, chances are good that it will not become part of the regular operational budget because bilingual/bicultural education is considered a temporary phenomenon in education.

Another form of resistance is the familiar complaint of "we lack the qualified personnel." But have these institutions even considered the rich resource of professional immigrants who are underemployed in America because their "credentials" and "training" are not equivalent to American standards? Or the parents of bilingual children who are not new arrivals to this country? The people are there but the higher education institutions have been slow in designing *sound* teacher training programs.

Bilingual education is not a new concept. Bilingual education programs existed in the United States from the 1880's to pre-World War I for the Germans, Spanish, French, and Norwegians. Presently many countries have bilingual education as a na-

tional policy—USSR, Finland, Yugoslavia, and Philippines. It is not as though California is developing a program that has never been implemented before.

The problem is not the lack of funds nor the lack of qualified instructors but the lack of commitment to bilingual/bicultural education. Basic to this lack of commitment is threat of loss of jobs. Given the steady state higher education institutions find themselves in, there is no room for expansion nor are those entrenched in the bureaucracy willing to sacrifice their positions for others. Similarly, public school teachers, especially English as Second Language (ESL) instructors, face the same dilemma. Because if bilingual/bicultural education is the right of every student, then where do monolingual English-speaking instructors fit in? What we do not want is a system where the teachers are from the dominant group and the teachers' aides are from the minority group. Nor do we want missionaries. What we want are people who are conscious and sensitive to the feelings and learning styles of the children and their culture, and are willing to interact with the children's community in a positive manner. And if any teacher can fit these criteria, no matter what color, he deserves to stay. In fact, we should have all colors of teachers in the bilingual/bicultural education program and all other programs that are presently established.

If American society does not come to value the asset of bilingualism, that two languages are worth two men, and if the educational system, from the higher education institutions that prepares the administrators, counselors, and teachers to the public and private schools that receive the children, does not implement changes to insure bilingual/bicultural education as a permanent part of the education institution, then bilingual/bicultural education cannot become a permanent reality in America.

*Recommendations for Language Policy in Indian Education* is now available from the Center for Applied Linguistics. Cost per copy \$100

## UTSA SEMINARS INVOLVE COMMUNITY

The College of Multidisciplinary Studies of the University of Texas at San Antonio sponsored a series of programs entitled "A University's Responsibility to Languages and Linguistics" between July 31 and August 7, 1974. The series addressed the San Antonio community at large as well as UTSA faculty and students, and focussed on the direction of language and linguistics programs in a bilingual community such as San Antonio. Speakers included Winfred P. Lehmann (University of Texas at Austin); William F. Mackey (Institute for Bilingualism, Laval University); Archibald A. Hill (University of Texas at Austin, emeritus); James Kinneavy (University of Texas at Austin).

The programs were devoted to four main topics: (1) Linguistics, Language, Language Teaching, Literature and the University; (2) Language and Linguistics and Their Relationship to Other Disciplines; (3) Language as a Fine Art/Language as a Tool; (4) The Province of Lin-

### *AIMAV Establishes Bilingual Study Groups*

The Administrative Council of the Association Internationale pour la Recherche et la Diffusion des Methodes Audio-Visuelles et Structuro-Globales (AIMAV) has agreed to establish working groups for research into positive aspects of bilingualism in multilingual countries, i.e. "bilingualism as a national resource." Interest in such a project has been expressed by AIMAV members in a number of countries, including Belgium, Cameroun, Canada, India, Italy, Pakistan, Senegal, Switzerland, the USSR, Venezuela, and Zaïre. Select groups have been set up to: (1) assess the situation; (2) compile a bibliography concerned with proposed topics; (3) develop a working project, founded on a strongly interdisciplinary basis (linguistics, sociology, economy, political science, psychology, statistics, pedagogy or teaching, etc.), related to bilingualism as a national resource. For further information on the project write: Secretariat, AIMAV, Department of Methodology and French Literature, University of Ghent, Blandijnberg 2, B-9000 Ghent, Belgium.

guistics and Future Directions. A partial list of subjects discussed during the programs includes the preparation of teachers working in the areas of child language, adult literacy, and bilingual education; English as a second language and applied linguistics; psychology (psycholinguistics, verbal behavior, development of language, language acquisition); linguistics as an applied discipline; and English as a second language and its relationship to bilingual/bicultural education.

### *Recommendations Made By Puerto Rican Educators*

Puerto Rican educators met May 2-3, 1974 at the request of the Multicultural Education Task Force of the National Institute of Education (NIE). The purpose of the meeting was to make research recommendations for the unit's activities, which currently concern bilingual education research previously administered by the Office of Education. The group of educators discussed NIE's comprehensive structure, its principals, and its procedures for selection and funding of projects, and undertook an analysis of its research theories and practices, all of which were designated as inadequate to the needs of minorities.

In a position paper issued after the meeting, the following recommendations, among others, were made.

- That other educators from minority communities join with the group in designing research strategies for the educational problems of minorities which specifically address the needs of these minorities.

- That NIE support the establishment of a consortium of practitioners, researchers, and representatives of minority groups. Such a consortium would be charged with developing specific research and development agendas and priorities.

- That NIE establish an office-level unit which would focus on minority concerns. Part of the responsibilities of such an office would be collaboration with other offices, review of proposals, offering of technical assistance, and facilitating the participation of various communities in discussions of research issues.

## Grants Awarded By Ford Foundation

The Ford Foundation announced a large number of grants between January and August 1974. Several of these were awarded in linguistics and related areas. Listed below are the recipients and their projects.

### Education and Research

**Center for Applied Linguistics** For applying linguistic knowledge to the solution of practical problems involving language with current emphasis placed on problems in bilingual education, research on language variation, increasing public awareness of the nature and function of linguistics, and serving as a liaison for international communications in linguistics

**International Reading Association** For partial support of a three-day conference on reading tests which will include linguists, teachers, psychologists, and testing specialists

**University of Massachusetts, Boston** For the Institute for Learning which will serve metropolitan schools and education agencies to provide advisory services to school personnel, short-term training for local educators, and university undergraduate programs focusing on problems of Spanish-speaking children.

**University of New Mexico** For partial support of the Navajo Reading Study, research and development of materials for bilingual early education, and for partial support of a faculty position in Indian teacher education

### International

**American Council on Education.** For the International Education Project which will provide information and advisory services on university international studies programs to legislative and executive branches of the federal government and to American universities

**American Council of Learned Societies** For individual research awards and conferences relating to China studies

**Brazilian Social Science Research Training** For a two-year Ford Foundation-managed project for fellowships and research projects in Brazilian social sciences

**Brazilian Society for Instruction** For social science research and master's degree programs at the Society's University Institute of Research

**Center for Educational Research and Development (Lebanon)** For research on the Arabic language by the Institute of Oriental Studies of St Joseph's University. Data will be used to produce materials for teaching classical Arabic reading

**Inter-American Program for Linguistics and Language Teaching (Mexico)** For meetings to plan research projects and for training in modern linguistics and language-teaching

## meetings and conferences

September 13-15 British Association for Applied Linguistics, Edinburgh, Scotland.

September 22-25 Aslib Conference, 48th, Cambridge, England (Write Aslib, 3 Belgrave Square, London SW1X 8PL, England)

October 4-9 Third National Seminar in Indian Education, Reno, Nevada (Write Center for In-Service Education, Special Projects, Box 754, Loveland, Colorado 80537)

October 5. Romance Philology Group at Berkeley, Berkeley, California (Write Charles B. Faulhaber, Department of Spanish and Portuguese, University of California at Berkeley, Berkeley, California 94720)

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) [See LR Vol 16 6, p. 2]

October 12-14 American Translators Association, Chicago, Illinois [See LR Vol 16 6, p. 2]

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 18-20 New York State English to Speakers of Other Languages and Bilingual Educators Association, Syracuse, New York (Write Jeanette D Macero, New York State ESOL and Bilingual Educators Association, P O Box 444, Bronx, New York 10471)

October 25-26 Colloquium on New Ways of Analyzing Variation in English, Washington, D C. (Write Roger W. Shuy, School of Languages and Linguistics, Georgetown University, Washington, D C 20007)

October 25-27 Association of Mexican American Educators Annual Convention, Los Angeles, California (Write Raymond G Ceniceroz, 1974 AMAE Convention Chairman, East Los Angeles College, 5357 East Brooklyn Avenue, Los Angeles, California 90022)

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) [See LR Vol 16 6, p. 12]

November 2 Annual Foreign Language Conference at New York University, 40th, New York, New York (Write Emilio L Guerra, Division of Foreign Languages and International Education, New York University, School of Education, 239 Greene Street, 735 East Building, New York, New York 10003)

November 5-8 American Speech and Hearing Association, Las Vegas, Nevada.

November 5-8 Acoustical Society of America Winter Meeting, St Louis, Missouri

November 6-7 Colloquium on The Language Needs of Future Commercial Cadres, Brussels, Belgium (Write Mr Jos Nivette, Director of the Institut voor Taalonderwijs, Vrije Universiteit Brussel, Oudeganselaan 22-24, 1040 Brussels, Belgium)

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 11-14 Table Ronde du CNRS, Aix-en-Provence, France (Write Groupe de Recherche Informatique et Linguistique, 7 Boulevard Paul d'Olonne, Aix-en-Provence, France)

November 15-16 Romanian Studies Conference, Boulder, Colorado (Write Stephen Fisher-galati, Department of History, University of Colorado, Boulder, Colorado 80302)

November 16-17 Colloquium on Discourse Analysis, Toronto, Ontario, Canada (Write Pierre R Leon, Director, Experimental Phonetics Laboratory, 39 Queen's Park Crescent East, University of Toronto, Toronto M5S 1A1, Ontario, Canada)

November 20-24 American Anthropological Association, 73rd, Mexico City, Mexico

November 20-24 Conference on American Indian Languages, 13th, Mexico City, Mexico

November 22-24 Chinese Language Teachers Association, Denver, Colorado (Write Winston L. Yang, Department of Asian Studies, Seton Hall University, South Orange, New Jersey)

principles in Bolivia, Ecuador, Peru, and Mexico

**Language Unit (Malaysia)** For research projects and equipment at the Ministry of Education's Language Unit

**McMaster University (Ontario)** To enable scholars from less-developed countries to participate in the International Conference of Slavists in Banff, Canada, in September

**Rockefeller University** For studies by two social scientists on the cognitive skills resulting from different kinds of learning and teaching in different cultural contexts The research will be conducted in Liberia

**Social Science Research Council** For research awards, conferences, and seminars on Latin America and the Caribbean

**United Nations Educational, Scientific, and Cultural Organization (UNESCO)** For a May conference in Paris of specialists in anthropology and language science

**University of Natal (Republic of South Africa)** For a second-language experiment being undertaken by the University's Department of Education The experiment will make available a primary-school course in English as a second language in order to help schools move from using tribal languages to

## meetings and conferences

- November 22-25 American Association of Teachers of German, Boston, Massachusetts  
 November 23-26 National Association for the Education of Young Children, Washington, D C  
 [See *LR* Vol 16 6, p 2 ]  
 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 26-29 Modern Language Association, 89th, New York, New York  
 December 27-29 American Dialect Society, New York, New York  
 December 27-30 Speech Communication Association, Chicago, Illinois  
 December 28-30 Linguistic Society of America Winter Meeting, 49th, New York, New York  
 [See *LR* Vol 15 8, p 8 ]  
 December 28-30 American Philological Association, Chicago, Illinois  
 January 5-11 International Study Conference on Classification Research 3rd, Bombay, India  
 (Write FID/CR Secretariat, DRCT, 112 Cross Road 11, Malleswaram, Bangalore 560003,  
 India.) [See *LR* Vol 16 3, p 2 ]  
 January 6-10 IV Congress of Asociacion de Lingüística y Filología de America Latina, Lima, Peru  
 (Write Dra Martha Hildebrandt, Directora del Instituto Nacional de Cultura, Jirón Ancash  
 390, Lima 1, Peru )  
 January 13-17 VII Interamerican Symposium on Linguistics and Language Teaching, Lima,  
 Peru (Write Dr Mauricio San Martín Frayssinet, Director General, Instituto Nacional de  
 Investigación y Desarrollo de la Educación, Casilla 1156, Correo Central, Lima, Peru )  
 January 13-18 International Conference on Pidgins and Creoles, Honolulu, Hawaii (Write  
 Richard R Day, Chairman, Steering Committee, International Conference on Pidgins and  
 Creoles, ESL Department, University of Hawaii, Honolulu, Hawaii 96822 [See *LR* Vol 15 9,  
 p 8 ]  
 January 27-31 American Association for the Advancement of Science, 141st, New York, New  
 York  
 March 4-9 Teachers of English to Speakers of Other Languages, 9th, Los Angeles, California  
 [See *LR* Vol 16 6, p 4 ]  
 March 12-15 Georgetown Round Table, Washington, D C  
 March 23-26 Association of Asian Studies, San Francisco, California  
 March 30-April 4 Association for Childhood Education International, New Orleans, Louisiana  
 April 4-6 Child Language Research Forum, 7th, Stanford, California  
 April 6-7 Annual Meeting of the European Linguistics Society, 9th, Nottingham, England  
 (Write R Hartmann, Director, Language Centre, University of Exeter, Exeter EX4 4QH,  
 England ) [See *LR* Vol 16 6, p 12 ]  
 April 6-8. Annual Meeting of the Linguistics Association of Great Britain, Nottingham, England  
 (Write C Butler, University of Nottingham, Nottingham NG7 2RD, England ) [See *LR* Vol  
 16 6, p 12 ]  
 April 17-19 Northeast Conference on the Teaching of Foreign Languages, New York, New York  
 April 20-26 Council for Exceptional Children, Los Angeles, California  
 April 24-26 University of Kentucky Foreign Language Conference, Lexington, Kentucky (Write  
 Theodore H Mueller, Director, Foreign Language Conference, University of Kentucky, Lex-  
 ington, Kentucky 40506 )  
 July 25-27 LSA Summer Meeting, Tampa, Florida  
 November 27-30 International Congress of the Fédération Internationale des Professeurs de  
 Langues Vivantes (FIPLV), 12th, Washington, D C (Write Secrétariat Général, FIPLV,  
 Postfach 544, D-355, Marburg 11, West Germany )  
 December 27-30 Modern Language Association, San Francisco, California  
 December 28-30 LSA Winter Meeting, San Francisco, California

English as the medium of instruction.  
 Yeshiva University For research by Professors  
 Robert Cooper and Joshua Fishman on  
 social factors that facilitate or hamper lan-  
 guage learning, particularly English

### National Affairs

Massachusetts Institute of Technology For a  
 study of the impact of racial and ethnic  
 assertion on political and other institutional  
 life The study will examine minority and  
 white ethnic politics, pressures for quota  
 and affirmative action systems, and bilin-  
 gual and multicultural education

An Inter-American Conference on  
 Bilingual Education will be held  
 November 20-22, 1974 in Mexico  
 City in conjunction with the  
 American Anthropological Associa-  
 tion's annual meeting The  
 conference is being organized by  
 the Center for Applied Linguistics  
 See the October *Linguistic Reporter*  
 for full details

## book notices

*Acoustic Cues for Constituent Structure*, by  
 Robert J Scholes (*Janua Linguarum, Series  
 Minor. 121*), The Hague. Mouton, 1971 79 pp  
 \$6

A profound disagreement appears to exist in  
 contemporary linguistics regarding the priorities  
 obtaining between sentence structure and the so-  
 called suprasegmentals of stress, intonation, and  
 juncture From the structuralist point of view  
 (e.g., Trager & Smith), the constituent structure  
 of a given sentence is 'discovered' by the listener  
 on the basis of acoustic cues provided by the  
 speaker

This monograph is a report of a series of  
 acoustic experiments testing the viewpoint that  
 the listener's knowledge of syntax allows him to  
 supply the proper suprasegmental features of a  
 sentence when no acoustic cues for these features  
 are present in the signal Among his conclusions  
 were the following (1) The speaker does not nor-  
 mally provide his listener with acoustic cues  
 for the subject-predicate division of simple  
 sentences. (2) The likelihood that any speaker  
 will use (dis) juncture to indicate phrase struc-  
 ture does not relate to his desire to make himself  
 understood. (3) Listeners operate on the same  
 strategy whether marking the occurrence of (dis)  
 juncture or indicating which of two structures is  
 a 'better fit' to a given reading of the stimuli. (4)  
 Subjects chosen as listeners do not matter,  
 whereas readers do affect the results; and (5) Lis-  
 teners are able to operate on more than one  
 acoustic input in making decisions about phrase  
 structure

*Towards Tomorrow's Linguistics*, edited by  
 Roger W Shuy and Charles-James N Bailey  
 Washington, D C. Georgetown University  
 Press, 1974 ix, 351pp \$4 50

*New Ways of Analyzing Variation in English*,  
 edited by Charles-James N Bailey and Roger W  
 Shuy Washington, D C. Georgetown University  
 Press, 1973 xv, 373pp \$4 50

These two volumes contain selected papers  
 from the combined meetings of the eighth  
 Southeast Conference on Linguistics (SECOL)  
 and the first Conference on New Ways of  
 Analyzing Variation in English (NWAYE),  
 hosted by Georgetown University in October  
 1972 The 26 papers in *Towards Tomorrow's  
 Linguistics* deal with semantax, phonology, lan-  
 guage contact, language acquisition, and his-  
 torical topics The greatest number of presenta-  
 tions fall into the semantax category and include  
 discussions, among others, of presupposition and  
 meaning change by transformational rules, case  
 grammar and French passive sentences, distinct  
 sources of fuzzy data, English causatives,  
 adverbs, and vernacular performative verbs  
 Some of the phonological topics covered are  
 exceptions and the unity of phonological process,  
 the collapsing of phonological rules, and ra-  
 See *Book Notices—14, col 1*

# Index to the Linguistic Reporter: Volume 15, 1973

References are to month and page Abbreviations: F February; Mar March; Ap April, Ma-Je May-June; S September; O October; N November; D December

## Authors and Articles

Molina, John C *ESEA Title VII Bilingual Education State of the Art* N 4  
 Wolfram, Walt *Selected Bibliographies 1, Textbooks and Readers in Sociolinguistics* S 9  
 ——— *Selected Bibliographies 2, Textbooks and Readers in the Sociology of Language* N 9

## Grants/Fellowships/Awards

### Grants Awarded

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 Lilly Endowment D 10  
 NDEA D 2  
 NEH O 12, D 4  
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 SSRC N 3

### Grants Available

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 American Philosophical Society S 3  
 Fulbright-Hays Ma-Je 3  
 Japan Foundation O 4  
 NAS S 3  
 NEH Mar 4, Ap 2, O 2  
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 HEW N 7  
 USOE O 4

### Fellowships Awarded

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### Fellowships Available

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 AAUW D 4  
 American Center/PEN F 4  
 American Research Institute/Turkey D 4  
 Australian Institute of Aboriginal Studies S 3  
 Ford Foundation N 7  
 Foreign Area Fellowship Program Ap 3  
 Guggenheim Foundation O 4  
 Joint Committee on African Studies S 3  
 Kosciuszko Foundation D 4  
 NEH Ma-Je 6  
 NRC D 4  
 NSF N 7  
 SSRC N 7  
 University of Pittsburgh/Andrew Mellon Foundation D 4  
 U S Department of State D 4

### Awards Granted

SIL Receives Peace Award O 1

### Awards Available

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## Subject Index

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Cherokee Materials Ma-Je 4  
 Indian Education Ma-Je 1  
 Indian Newspaper Mar 3  
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## Bilingual/Bicultural Education—General

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 Conference on Minority Groups Ma-Je 2  
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 Research Surveyed O 2  
 SUNY/Albany Project Ma-Je 3  
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## Child Language

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## English as a Foreign Language

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## Exchange Programs

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## Federal Funding

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## Information Services

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## LSA News

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## Language Proficiency

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## Manpower

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## Mayan Linguistics

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## New Associations

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## Religion and Linguistics

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## U S -China Exchange

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## Publications Noted

### Book Notices

Abboud, Peter F et al *Modern Standard Arabic Intermediate Level* Ap 7  
 Aid, Frances M *Semantic Structures in Spanish A Proposal for Instructional Materials* N 8  
 Alatus, James E, ed *Studies in Honor of Albert H Marckwardt* Mar 6  
 Altman, Howard B, ed *Individualizing the Foreign Language Classroom Perspectives for Teachers* Mar 7  
 Carr, Elizabeth Ball *Da Kine Talk From Pidgin to Standard English in Hawaii* Ma-Je 7  
 Cazden, Courtney et al, eds *Functions of Language in the Classroom* Mar 6  
 Chavez, Rafael, ed *Early Childhood Education and the Chicano. A Report of the National Conference* O 5  
 Clark, John L D *Foreign Language Testing Theory and Practice* Mar 7  
 Clark, Virginia P et al, eds *Language Introductory Readings* Ma-Je 7  
 Davis, Lawrence M, ed *Studies in Linguistics in Honor of Raven I McDavid, Jr* N 8  
 Diller, Karl Conrad *Generative Grammar, Structural Linguistics, and Language Teaching* Mar 7  
 Dixon, R M W *The Dyirbal Language of North Queensland* O 10  
 Dolezel, Lubomir et al, eds *Prague Studies in Mathematical Linguistics Volume 3* Ap 7  
 Falk, Julia S *Linguistics and Language A Survey of Basic Concepts and Applications* D 15  
 Fishman, Joshua A *The Sociology of Language An Interdisciplinary Social Science Approach to Language in Society* S 7  
 Ford, Gordon B, trans *A Sanskrit Grammar* by Manfred Mayrhofer Ap 8  
 Frank, Marcella *Modern English A Practical Reference Guide* S 8  
 Gardner, Robert C and Wallace E Lambert *Attitudes and Motivation in Second-Language Learning* D 15  
 Georgetown University *Languages and Linguistics Working Papers Number 6* D 15  
 Gumperz, John J and Dell Hymes, eds *Directions in Sociolinguistics The Ethnography of Communication* S 7  
 Hartmann, R R K and F C. Stork *Dictionary of Language and Linguistics* S 8  
 Hymes, Dell, ed *Pidginization and Creolization of Languages Proceedings of a Conference Held at the*

University of the West Indies, Mona, Jamaica, April 1968 Ma-Je 7  
 Kaplan, Robert B *The Anatomy of Rhetoric Prolegomena to a Functional Theory of Rhetoric, Essays for Teachers* Mar 7  
 Kimball, John P., ed *Syntax and Semantics Volume I* Ma-Je 8  
 Lambert, Wallace E and G Richard Tucker *Bilingual Education of Children The St Lambert Experiment* Mar 6  
 Lehmann, Winfred P. *Descriptive Linguistics An Introduction* Mar 7  
 Lewis, J Windsor, comp *A Concise Pronouncing Dictionary of British and American English* S 8  
 Long, Ralph B and Dorothy R Long *The System of English Grammar* S 7  
 Mackey, William F., ed *Bibliographie internationale sur le bilinguisme/ International Bibliography on Bilingualism* D 5  
 ——— *Bilingual Education in a Bilingual School A Study of Equal Language Maintenance Through Free Alternation* Mar 6  
 Mallery, Garrick *Sign Language Among North American Indians Compared with that Among Other Peoples and Deaf-Mutes* Mar 8  
 Malmberg, Bertil, ed *Readings in Modern Linguistics An Anthology* O 10  
 Matthews, P H. *Inflectional Morphology A Theoretical Study Based on Aspects of Latin Verb Conjugation* O 9  
 Nagara, Susumu *Japanese Pidgin English in Hawaii A Bilingual Description* Ma-Je 7  
 Palmer, Leonard R *Descriptive and Comparative Linguistics A Critical Introduction* Ma-Je 8  
 Peters, Stanley, ed *Goals of Linguistic Theory* Ma-Je 7  
 Politzer, Robert L. *Linguistics and Ap-*

*plied Linguistics Aims and Methods* Mar 5  
 Quirk, Randolph et al *A Grammar of Contemporary English* S 8  
 Riley, William K and David M Smith, eds *Languages and Linguistics Working Papers Number 5 Sociolinguistics* Mar 8  
 Salus, Peter H., comp *Pānini to Postal A Bibliography in the History of Linguistics* O 10  
 Samuels, M L *Linguistic Evolution With Special Reference to English* Ap 8  
 Savignon, Sandra J *Communicative Competence An Experiment in Foreign-Language Teaching* Mar 6  
 Simon, Herbert A and Laurent Siklóssy, eds *Representation and Meaning Experiments with Information Processing Systems* Ap 7  
 Sinclair, J McH *A Course in Spoken English Grammar* O 10  
 Smeaton, B Hunter *Lexical Expansion Due to Technical Change As Illustrated by the Arabic of Al Hasa, Saudi Arabia* Ap 7  
 Spolsky, Bernard, ed *The Language of Minority Children Selected Readings* Mar 6  
 Stokoe, William C., Jr *Semiotics and Human Sign Languages* Mar 8  
 Thomas, David D *Chrau Grammar* O 10  
 Todd, Gaylord, ed *Current Issues in Teaching French* Mar 7  
 Tsipera, Márta, ed *Generative Studies in Historical Linguistics* Ma-Je 7  
 Turner, Paul R., ed *Bilingualism in the Southwest* O 5  
 U. S. Government Printing Office *Teaching Spanish in School and College to Native Speakers of Spanish/ La Enseñanza del Español a Estudiantes Hispanoparlantes en la Escuela y en la Universidad* N 8

Wakelin, Martyn F *English Dialects An Introduction* S 8  
 Wall, Robert *Introduction to Mathematical Linguistics* Ap 7  
 Warotamasikhhadit, Udom *Thai Syntax An Outline* S 8  
 Whittaker, Harry A *On the Representation of Language in the Human Brain Problems in the Neurology of Language and the Linguistic Analysis of Aphasia* Ap 7  
 Wilkins, D A *Linguistics in Language Teaching* D 15  
 Wisbey, R A., ed *The Computer in Literary and Linguistic Research Papers from a Cambridge Symposium* Ap 5

#### New Journals

ALLC Bulletin N 3  
 Bulletin de l'Institut de Phonétique de Grenoble Ma-Je 3  
 The Carrier Pidgeon Ap 3  
 Centrum Working Papers of the Minnesota Center for Advanced Studies in Language, Style, and Literary Theory N 3  
 Creativity New Ideas in Language Teaching S 5  
 International Journal of Psycholinguistics S 5  
 Journal of the Association of Mexican American Educators S 5  
 Journal of Chinese Linguistics Ap 3  
 The Journal of Ethnic Studies Ma-Je 6  
 The Journal of Indo-European Studies Ma-Je 3  
 Journal of Phonetics N 3  
 Language-Behavior Papers Ap 3  
 Lugha Ap 3  
 Modern English Teacher Ap 3  
 Social Indicators Newsletter Ma-Je 3

#### New Directories

Academic Courses in Great Britain, 1973-74 Ma-Je 4  
 TESOL Training Program Directory, 1972-73 Ma-Je 4

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##### YOUNGER HUMANIST FELLOWSHIPS

Akmajian, Adrian. University of Massachusetts Linguistics  
 Burton, Julianne University of Texas Spanish  
 de Costa, Rene University of Chicago Latin American Languages  
 Dunlop, John B Oberlin College Russian  
 Hellman, Geoffrey P. Indiana University Philosophy of Language  
 Hill, Emila B Herbert H Lehman College (Bronx, New York) French  
 Jensen, John B. University of Virginia Portuguese and Linguistics  
 Ledkovsky, Maria Barnard College Slavic Languages.  
 Maddox, Donald L. University of California at Santa Barbara French  
 Miller, Barbara Stoler. Barnard College. Indian Languages  
 Richardson, Peter N Yale University German  
 Shapiro, Marianne G. Yale University Foreign

##### Languages

Slagle, Ullan V No academic affiliation Philosophy of Language and German  
 Stich, Stephen P. University of Michigan Philosophy of Language  
 Tatar, Maria M Harvard University German  
 Thompson, David B University of Washington Italian  
 Vitz, Evelyn Birge New York University French  
 Young, Rodney W University of New Mexico. Educational Linguistics

##### SENIOR FELLOWSHIPS

Bloch, Anel A University of California at Berkeley Arab Linguistics

##### RESEARCH PROGRAMS

Buccellati, Giorgio University of California at Los Angeles Linguistics  
 Sherman, Don No academic affiliation Linguistics

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.

## BOOK NOTICES—from page 11

tionale for vowel shift, and the abstractness of English vowel phonology. The effects of Hawaiian-English contact, evidence of Cushitic-Arabic contact, and computer simulation of language contact models are explored in three of the papers. The remainder treat child and adult language acquisition, Sanskrit, and Panini's grammar.

The major theme of the papers in *New Ways of Analyzing Variation in English* is that of the role of time-based gradient variation as a nonstatic model of linguistic description, and the resulting theoretical and practical implications. The editors believe that although different groups emphasize different aspects of the new framework, the older atomistic dialectology has now been replaced with unified grammars which systematically generate a variety of output patterns. Five of the papers presented here relate to variable rules, three concern squishes, problems and studies in variation are discussed by ten authors, creoles are the subject of five papers; and the final study is devoted to variation in semantic reference.

*Analogy and Association in Linguistics and Psychology*, by Erwin A. Esper. Athens, Georgia, University of Georgia Press, 1973. xx, 321 pp. \$11.

Esper, a psychologist/linguist, regards analogical change as the chief organizing factor in the history of languages. He presents in this posthumously published volume a diachronic survey of theories on the role of analogy and association in human behavior, especially as they apply to language.

Described in the introduction by Charles Hockett as an "uncompromising behaviorist," Esper ardently attacks the Chomskyan reversion to mentalism. He accuses Chomsky and those linguists influenced by him of rejecting the experimental and theoretical work of psychologists and then persuading psychologists to accept nonexperimental speculative constructs such as competence and deep structure as superior to empirically derived generalizations. He urges a balance in the study of psychology of language and underlines the necessity for viewing the field from the vantage of history.

*Transformational Grammar as a Theory of Language Acquisition: A Study in the Empirical, Conceptual and Methodological Foundations of Contemporary Linguistic Theory*, by Bruce L. Derwing. Cambridge, Cambridge University Press, 1973. xii, 346 pp. \$18.50 cloth, \$8.95 paper.

This book presents a lengthy critique of transformational theory through an investigation of its underlying assumptions and methodology, particularly with respect to language acquisition. Derwing reviews the change in linguistic orientation following from the 'Chomskyan revolution' and then points counter-arguments for some of Chomsky's basic tenants. He specifically disagrees with Chomsky's claims of

innate or universal factors in language learning and the 'content' point of view as opposed to the 'process' approach (which maintains that the child is equipped with a learning algorithm). Finally, the transformational paradigm is examined for its scientific legitimacy, and arguments concerning its 'unscientific' nature are made.

In short, this author feels Chomsky has led the field of linguistics astray, although he does point out some areas where transformational theory has contributed to the discipline. Derwing is calling essentially for a return to empirical science, building particularly on Bloomfieldian foundations.

*Generative Studies in Romance Languages*, edited by Jean Casagrande and Bohdan Sactuk. Rowley, Mass., Newbury House, 1972. 431 pp. \$9.95.

The 24 papers in this volume were originally presented at a conference on the application of generative grammar to the description and teaching of Romance languages, held at the University of Florida in 1971. Under the general heading of syntax, such topics as subject inversion in French interrogatives, functions and states in the deep structure of Spanish, and constraints on clitic order in Spanish are covered. Papers focusing on phonology include, among others, assimilation in Spanish first singular verb forms, Portuguese vowel alternation, and "Italian qua neo-Latin." Reports of a more general nature concern the applicability of generative phonology to problems of foreign language teaching, indirect objects in Spanish and English, and case grammar and the teaching of French. Entered in the extensive bibliography are items which treat Romance languages from a generative viewpoint, discuss theoretical problems with most illustrations drawn from the Romance languages, and refer to the symposium papers.

*The Major Syntactic Structures of English*, by Robert P. Stockwell, Paul Schachter and Barbara Hall Partee. New York, Holt, Rinehart and Winston, 1973. viii, 847 pp. \$12.95.

This work was originally written under the title "Integration of Transformational Theories on English Syntax" by the three authors, aided by a research team at the UCLA Department of Linguistics. The original work was completed in 1968, and the present revised version was completed in 1970.

The grammatical model adopted includes Fillmore's notion of case grammar, Chomsky's X-bar convention, and the lexicalist position defended by Chomsky in regard to derivationally related verb-noun pairs, e.g. *propose/proposal*. The work includes 12 chapters: General Introduction and Base Rules; Case Placement, Determiners, Pronominalization, Negation, Conjunction, Relativization, Nominalization and Complementization; Interrogative; Imperative, Genitive; and Sample Lexicon.

This text contains the most fully articulated and integrated set of rules for English syntax yet

produced, with rules fully spelled out and sample derivations. The strengths and weaknesses of each model can be clearly perceived, and there is a quite comprehensive consideration of research done within the framework of transformational theory in each chapter.

*Southwest Areal Linguistics*, edited by Garland D. Bills. San Diego, Institute for Cultural Pluralism, 1974. 315 pp. \$5.

A collection of the 22 papers presented at a symposium entitled "Workshop on Research Problems in Southwest Areal Linguistics II" held at the University of New Mexico in April 1973. The papers are not only concerned with linguistic descriptions of some of the languages spoken in the Southwest, but also the "areal linguistic" phenomena that overlap Southwestern language boundaries. In the editor's view, research on subjects such as bilingualism and multilingualism, social usage, dialect variation, language in education, language loyalty, and language acquisition must be treated as areal linguistic matters in the Southwest for the simple reason that such research will almost invariably have to be concerned with two or more co-existing languages. The papers in Part I focus on demographic, sociological, and cultural aspects of Southwest languages. Part II contains papers that deal with theoretical and methodological considerations involved in carrying out Southwest linguistic research. The contributions in Part III describe selected aspects of particular Southwest languages. Part IV papers are concerned with the description and measurement of the language of Southwest children. Part V is composed of papers which apply linguistic research to Southwest educational problems.

*Georgetown University Round Table on Languages and Linguistics 1973*, edited by Kurt R. Jankowsky. (Monograph Series on Languages and Linguistics, 26.) Washington, D.C., Georgetown University Press, 1973. xiii, 238 pp. \$3.50.

"Language and International Studies" is the theme of the 21 papers which appear in this volume and which were presented at the 24th annual meeting of the Georgetown University Round Table. The first panel, consisting of Wolfgang Kuhlwein, Leopold Engels, James Harris, Terence Langedoen, John Lawler, and Winfred Lehmann focus their presentations on linguistic considerations of language learning. Curriculum design and classroom implementation are discussed by Emma Birkmaier, Carleton Hodge, Wilga Rivers, Earl Stevick, and Charles Townsend. The third panel, composed of Harold Bradley, John Carroll, James Collins, Vera Rubin, and Warren Tsuneshi, examine the views of the foreign language users. The final group—Jane Alden, Jermaine Arendt, Harold Cannon, Gerhard Nickel, and Richard Thompson—offer their evaluations of foreign language programs from the point of view of the private and public agencies which they represent. The reports of the interest group sessions are presented in an appendix.

# THE CAREER AND PUBLICATIONS OF JOHN LOTZ

[Editor's Note The following material was edited by Robert Austerlitz (Columbia University) and John Hammer (Center for Applied Linguistics) on the basis of a vita and a list of publications compiled by John Lotz in 1972. Dr. Lotz, who died in August of 1973, was Director of the Center for Applied Linguistics from 1967-1971.]

Born: March 23, 1913, in Milwaukee, Wisconsin

## Schools and Degrees

- 1919-23 Elementary schools in Detroit, Michigan, and Somogyvámos, Hungary  
1923-31 Lutheran Gymnasium in Bonyhad, Hungary  
1931 *Matura* (Baccalaureate)  
1931-35 University of Budapest as member of the Eötvös-Collegium (Subjects: Philosophy, Hungarian language and literature, German language and literature, English language and literature)  
1935 *Doctor philosophiae sub auspiciis Gubernatoris* (Doctoral examination on Philosophy, German language and literature and English language and literature, September 1935 in Pécs, dissertation topic "The Concept of Time in History," promoted in February 1937)

## I Positions (teaching, research, and administrative)

### 1 Stockholm (1935-1947)

- 1935-37 Swedish government fellowship at the University of Stockholm in Germanic studies and philosophy  
1935-39 Lecturer in Hungarian at the University of Stockholm  
1936-57 Director of the Hungarian Institute at the University of Stockholm  
1939-47 Docent in Hungarian language and literature at the University of Stockholm  
1942-47 Associate Professor (t f. lektör) in Hungarian at the University of Stockholm

### 2 New York (1947-1967)

- 1947-49 Visiting Associate Professor of Hungarian Studies at Columbia University, New York  
1949-56 Associate Professor of General and Comparative Linguistics at Columbia University  
1952 Visiting Professor of Linguistics at the L S A Linguistic Institute, Bloomington, Indiana  
1956-67 Professor of Linguistics at Columbia University  
1953-60 Chairman of the Department of Uralic and Altaic Languages at Columbia University  
1961-65 Inspector of the Hungarian Institute at the University of Stockholm.  
1959-65 Director of Research of the Uralic and Altaic Program of the American Council of Learned Societies  
1959-67 Director of the Uralic Language and Area Center, Columbia University  
1962-63 Visiting Professor of Linguistics at the University of Stockholm  
1964 Member of the Ford Foundation Selection Committee to establish cultural exchange with Hungary  
1965-67 Chairman, Subcommittee on Uralic Studies, Columbia University  
1966 Fulbright-Hays Research Fellow in Hungary as guest of the First Class of the Hungarian Academy of Sciences and Guest Professor of Linguistics and Hungarian at the University of Budapest

### 3 Washington, D C (1967-1971)

- 1967-71 President and Director of the Center for Applied Linguistics, Washington, D C

### 4 U S A and Europe (1972-1973)

- 1972-73 Guest Professor in Hungarian at the University of Budapest

## II Prizes

- 1935 Budapest University Prize for a study of "The Finite Conjugation in the Jókai Kódex"  
1936 Eötvös-Prize for dissertation on "The Concept of Time in History"  
1966 PEN Medal in Hungarian literature awarded by the PEN Club in Hungary  
1969 George Washington Award of the American Hungarian Studies Foundation

## III Editorships

### 1 Stockholm

- 1936-63 Editor, Publications of the Hungarian Institute of the University of Stockholm (20 publications).  
1942-44 Editor, Publications of the Hungarian Cultural Institute in Stockholm (5 publications)  
1963-73 Editor (with Bo Wickman) of the *Acta Universitatis Stockholmiensis-Studia Hungarica* (2 publications).

### 2 United States

- 1947-48 Assistant Editor, *American Slavic and East European Review*.  
1959-71 Consulting Editor, *Indiana University Publications, Uralic and Altaic Series*  
1963-71 Consulting Editor, *Indiana University Studies in the History and Theory of Linguistics*

## IV Projects (Principal Investigator or Director)

- 1945-47 Hungarian dictionary project (supported by the Swedish Government)  
Uralic language statistics (supported by the Swedish Government)  
1950 Russian grammar project for mathematicians (publication, *Russian-English Vocabulary and Grammatical Sketch*, New York, 1950, grammatical section pp. 1-26, supported by the American Mathematical Society)  
1951-53 Sayan Samoyed Project (supported by the Wenner-Gren Foundation)  
1952-54 X-ray sound motion picture films in collaboration with the Haskins Laboratories and the University of Rochester (supported by the Wenner-Gren Foundation).  
1955-56 Caucasian Area Handbook (supported by the Human Relations Area Files).  
1959-65 Director of Research of the Uralic and Altaic Program of the American Council of Learned Societies [administered 116 projects, was principal investigator of 5 projects] (supported by the U.S. Office of Education)  
1959-66 Physics and Physiology of Speech (supported by the National Science Foundation).  
1960-64 X-ray sound motion picture films on Hungarian, Arabic, Russian, and Chinese, in collaboration with the Haskins Laboratories and the Columbia Presbyterian Medical Center (supported by the U.S. Office of Education)  
1967-69 Hungarian Reference Grammar Project (supported by the U.S. Office of Education).  
1970-73 Languages of the World Project (supported by the U.S. Office of Education, the Wenner-Gren Foundation and the American Council of Learned Societies)

## V Conferences (Organizer or Chairman)

- 1955 National Conference on Uralic and Altaic Studies, New York, N Y (supported by the Ford Foundation)  
1969 Conference on the English Verb, Harpers Ferry, W Va (supported by the Center for Applied Linguistics)  
Conference on Bilingual Dictionaries, Washington, D.C. (supported by the U S Office of Education)  
Conference on Sign Language, Washington, D C. (supported by the American Council of Learned Societies).  
1970 Conference on Format Problems in Describing the Languages of the World, Washington, D.C. (supported by the U.S. Office of Education, The National Endowment for the Humanities and others)  
Conference on Language and Medicine, New York, N Y. (supported by the Wenner-Gren Foundation for Anthropological Research).  
International Symposium "Toward the Description of Languages of the World," Burg Wartenstein, Austria (supported by the Wenner-Gren Foundation)

## VI. Foreign Learned Bodies

- 1948 Corresponding Member, Finno-Ugric Society, Helsinki, Finland.  
1968 Honorary Member, Hungarian Linguistic Society, Budapest, Hungary.  
1973 Honorary Member, Hungarian Academy of Sciences

## VII Publications

### 1 Books and Articles

- A történelmi világgép—Az ember az időben* (The Concept of History—Man in Time), Pécs, 1936, 68 pp
- "Mensch und Zeit," *Ergasterion*, Vol 1 (1937), pp 74-79 and 183-188
- "Bedeutung," offprint from *Das ungarische Sprachsystem*, Stockholm, 1939, pp 29-35 (Offprint in 1938.)
- "Affix Tabellen und Flexionsmuster der Substantive und Verben," offprint from *Das ungarische Sprachsystem*, Stockholm, 1939, pp 66-71 and 149-153 (Offprint in 1938)
- Das ungarische Sprachsystem*, Vol 3 in the (Old) Publication Series of the Hungarian Institute at the University of Stockholm, 1939, 295 pp
- Az igeek alakja a Jókai Kodexben* (The Form of the Verbs in the Jókai Codex), Vol 4 in the (Old) Publication Series of the Hungarian Institute at the University of Stockholm, Budapest, 1939, 40 pp [To be reissued 1975 by the Linguistic Society of Hungary]
- Axiomatik eines Verssystems am mordwinischen Volkslied dargelegt* (with Roman Jakobson), Thesen zu einem Vortrag im Ungarischen Institut, Stockholm, 1941, 7 pp
- "Axioms of a Versification System, Exemplified by the Mordvinian Folk-song," (translation of "Axiomatik eines Verssystems am mordwinischen Volkslied dargelegt" with an additional note), in *Linguistica I (1941-1945)*, 1952, pp 5-13, Acta Instituti Hungarici Universitatis Holmiensis, Series B Linguistica I
- "Grammatik (Grammar)" in *Levande sprakundervisning* (Living Language Teaching), ed M Allwood, Stockholm Natur och Kultur, 1942, pp 70-89
- "Ljud och intonation (Sound and Intonation)" in *Levande sprakundervisning* (Living Language Teaching), ed M Allwood, Stockholm Natur och Kultur, 1942, pp 90-98
- Jókai Kodex—I Hasonmas-kadás* (Jókai Codex—I Facsimile Edition), in collaboration with the Hungarian Linguistic Society, Budapest, 1942, iv (Introduction) and 170 pp
- "Notes on Structural Analysis in Metrics," *Helicon*, Vol 4, Fasc 1-3 (1943), pp 119-146
- "Inledning och 15 litterära porträtter (Introduction and 15 literary portraits)" in *Ungersk dikst* (Hungarian Poetry), Hungarian Cultural Institute, Stockholm, 1944, pp 5-8 and passim
- "Ungersk meter (Hungarian Meter)" in *Ungersk dikst* (Hungarian Poetry), Hungarian Cultural Institute, Stockholm, 1944, pp 173-177
- Hungarian Meter*, Thesis V, Hungarian Institute at the University of Stockholm, 1952, 4 pp (translation of "Ungersk meter" above)
- "Ungersk litteratur (Hungarian Literature)" in *Europas litteraturhistoria 1918-1939* (History of European Literature 1918-1939), ed A Lundkvist, Stockholm Forum, 1946, pp 628-647
- The Sonetti a Corona of Attila József and an Isomorphic Drawing*, Institut Hungarici Universitatis Holmiensis Thesis IV, 1953, p 1 and 2 inserts
- Presentation and Discussion of Question II "Dans quelles limites et dans quelles conditions l'étude synchronique et l'étude diachronique font elles apparaître une solidarité et une interdépendance entre la structure phonique et la structure grammaticale d'une langue?" in *Proceedings of the Sixth International Congress of Linguists*, Paris, 1949, pp 451-453 and 464-470
- Structural Presentation of the Kamassian Lament*, Institut Hungarici Universitatis Holmiensis Thesis VI, Stockholm, 1953, 3 pp
- "Kamassian Verse," *Journal of American Folklore*, Vol 67, No 266 (1954), pp 369-377
- Answer to Question II on morphology and phonology in *Proceedings of the Sixth International Congress of Linguists*, Paris, 1949, pp 244-247
- "The Suffix '-rama'," *American Speech*, Vol 29, No 2 (1954), pp 156-158
- "Notes on the French Phonemic Pattern," (with Roman Jakobson), *Word*, Vol 5 No 2 (1949), pp 151-158
- "The Structure of Human Speech," *Transactions of the New York Academy of Sciences*, Ser II, Vol 16, No 7 (1954), pp 373-384
- "The Semantic Analysis of the Nominal Bases in Hungarian," *Recherches structurales*, Travaux de Cercle Linguistique de Copenhague, Vol 5 (1949), pp 185-197
- "Plan and Publication of Noreen's Vårt Språk," *Studia Linguistica*, Vol 8 (1954), pp 82-91
- "Speech and Language" in *The Journal of the Acoustical Society of America*, Vol 22, No 6 (1950), pp 712-717
- "Natural and Scientific Language" in *Contributions to the Analysis and Synthesis of Knowledge Proceedings of the American Academy of Arts and Sciences*, Vol 80, No 1 (1951), pp 87-88
- "On Language and Culture," *International Journal of American Linguistics*, Vol 21, No 2 (1955), pp 187-189
- "Vowel Frequency in Hungarian," *Word*, Vol 8, No 3 (1952), pp 227-235
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## The Linguistic Reporter

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

# THE LINGUISTIC REPORTER

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## A Newsletter in Applied Linguistics

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### Guatemalan Linguistics Project

The Proyecto Lingüístico Francisco Marroquín (PLFM) is a private, nonprofit, technical institution, formally affiliated with the Ministry of Education of Guatemala, though administratively autonomous. (See *LR*, 15:1.) Its general goals are (1) To create a national technical resource institution in linguistics and Mayan languages; (2) To provide a national institutional forum through which Indians can influence programs and activities which affect their own communities; and (3) To stimulate the study of Mayan languages and their wider use as media of communication in programs of education, community participation, and rural development. The achievement of these goals is sought through a variety of programs and activities, a major one being the Linguistic Development Program (LDP).

The LDP has three specific goals: (1) training of Mayan Indians in descriptive field linguistics; (2) production of language materials in each language, such as bilingual dictionaries, bilingual reading materials, and grammars of their own languages by the students themselves; and (3) the practical application of these skills and materials in community programs designed and carried out by the students.

This work is being implemented in three-year phases, each dealing with a different set of languages. The first phase of the LDP, begun in 1971, is training 12 students from communities in the Cakchiquel, Quiche, and Mam language areas

(representing about 1-1/2 million speakers). Now in the final year of their training, these students have achieved considerable expertise in the linguistic analysis of their languages, have produced large quantities of materials in their languages, and are successfully organizing various community-action projects in their respective towns.

The following materials production has been achieved: (1) Bilingual dictionaries covering five dialects of these three languages and including up to 10,000 entries per dictionary are in prepublication forms. (2) The bilingual reading materials are

*See PLFM—15, Col 1*

### CAL Sponsors Bilingual Education Conference

The Inter-American Conference on Bilingual Education will be held November 20-22, 1974 in Mexico City, in conjunction with the 73rd Annual Meeting of the American Anthropological Association. The conference is being organized by the Center for Applied Linguistics (CAL) and the Council on Anthropology and Education (CAE), and is sponsored jointly by these organizations as well as by the Secretaría de Educación Pública and the Instituto Nacional Indigenista of Mexico and the Programa Interamericano de Lingüística y Enseñanza de Idiomas (PILEI).

Educators, linguists, and government officials invited to present papers are leading figures in bilingual education in their countries and represent a broad range of viewpoints, experience, and academic training. The preliminary program for the three-day conference is as follows.

1. *Program Goals and Models for Bilingual Education* Chairman: Rudolph C. Troike, Center for Applied Linguistics. Speakers: Joshua Fishman, Yeshiva University (USA); John Molina, U.S. Office of Education; Alberto Escobar, Instituto

*See Inter-American—14, Col 1*

### CAL Issues Teacher Competency Guidelines

Fourteen U.S. leaders in the field of bilingual education met at the Center for Applied Linguistics on August 5-6, 1974, to identify criteria which would serve as guidelines for the design and content of academic programs to train bilingual-bicultural teachers. The Conference was sponsored by CAL and funded under an Office of Education grant (EPDA Title V) through the University of Texas at Austin.

Teacher training institutions are under increasing pressure to develop programs to meet the rapidly growing demand for bilingual teachers, and states are moving swiftly toward bilingual teacher certification. Yet, there has been little agreed-upon direction for teacher training.

Educators and linguists invited to participate in the August meeting were chosen for their familiarity with and understanding of the problems facing the bilingual teacher, and for their varied viewpoints and experience. Representatives of bilingual education and teacher training programs involving a number of linguistic groups participated. Observers from the U.S. Office of Education (ESEA Title VII, EPDA Title V, and Planning, Budgeting and Evaluation) took an active role in the discussions. Participating were: Ruth Bradley, Lafayette Parish (La.) Bilingual Program; George Blanco, University of Texas at Austin; Gustavo Gonzalez, Center for Applied Linguistics and University of California at Santa Barbara; Rosa Inclan, Dade County (Fla.) Public Schools; Richard Light, State University of New York at Albany; Albar Peña, University of Texas at San Antonio; Carmen Perez, New York City Board of Education; John Peterson, Mississippi State University; Anita Pfeiffer, University of New Mexico; John Romo, University of California at Santa Barbara; Gilbert Sanchez, Center for Applied Linguistics; Stanton Tong, San Francisco Unified School District; Rudolph Troike, Center for Applied Linguistics; Sylvia Viera, University of Massa-

*See Guidelines—4, Col 1*

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[Editor's Note This is the first of our editorial comments. It is our hope that this column will serve as a forum for our readers to express their various concerns or thoughts on current trends or problems in the linguistic/language profession.]

I was pleased to read, in the April LR, of the initiative taken by the Center for Applied Linguistics in searching for strategies that may lead to better employment opportunities for recently-trained linguists. And I certainly do have a suggestion to be passed on to the department chairmen who participated in the San Diego meeting.

I have been organizing programs in linguistics and other disciplines in Latin American universities and other types of institutions for the past fifteen years or so. A constant difficulty with which I have been faced is the unavailability of professors who have a thorough command of the local languages and cultures. I first encountered this difficulty when I took four senior Fulbright-Hays lecturers to Ecuador in 1960, and the problem continues to arise today in our attempts to staff local programs in Linguistics at the post-graduate level.

An employment bulletin which we circulated widely toward the end of last year produced exactly three inquiries, of which one came from a candidate who was said to "know" Portuguese, and two from candidates who had a command of Spanish sufficient to permit lecturing in this language. Of these three applicants, one accepted and then withdrew, having been advised by his thesis supervisor that by coming to Brazil he might isolate himself from later employment opportunities in the United States. (I believe that, given the nature of current Ph.D. programs in the U.S., the supervisor might have been right, and that this is a remediable pity.) Of the other two, one resigned during the first week of classes, largely because of difficulties in lecturing in Portuguese about Portuguese. The other continues to lecture in adequate Spanish, but is quite naturally at some disadvantage in preparing Portuguese-based material for the illustration of linguistic theory to our students.

Our experience at this University is not unique in Brazil. All of the country's post-graduate programs must be considered understaffed, and there are very few studies of Portuguese language which might serve for exemplification of modern linguistic theory (aside from my own work on generative syntax). As a result, the overall programs are largely inadequate to the needs of the students, who are mostly monolingual teachers of Portuguese who have turned hopefully and trustingly to Linguistics, as an alternative to the standard school grammars, in an attempt to learn something about how their language is organized. Such few textbooks on Linguistics as have been translated into Spanish or Portuguese deal with phenomena of English (or of French in a very few cases). Added to this sad panorama is the fact that the very few professors who can be enticed to Brazil simply do not have the necessary language ability to exemplify linguistic theory in Portuguese, much less create the requisite analyses of this language. It is for this reason that we relaxed our language requirements for prospective professors to admit those who might be adequately familiar with Spanish

See Comment—13, 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, Editorial Assistant: Diane Bartosh. Annual subscription, \$2.50, air mail, \$7.50 (Individuals faced with currency restrictions or similar limitations are invited to write to the Editor.) Editorial communications, advertisement inquiries, 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.

## USOE Funds Ethnic Heritage Programs

The U.S. Office of Education has announced the first grant awards under Title IX, ESEA—The Ethnic Heritage Studies Program. Enacted in 1972, the intent of the Ethnic Studies Program is to promote ethnic identity among diverse ethnic groups in the U.S. for education purposes. Listed below are the grant recipients (with their cooperating local ethnic association) and their project titles. For more information on these programs contact: Ethnic Heritage Studies Branch, Division of International Education, U.S. Office of Education, ROB #3, Room 3907, 400 Maryland Avenue, S.W., Washington, D.C. 20202.

Alabama Center for Higher Education, Birmingham, Alabama "Black Studies Research and Demonstration Project." \$30,000

Alaska State-Operated Schools, Anchorage, Alaska with the cooperation of Anchorage Community College and the Alaska Native Foundation "Ethnic Studies Materials for Alaska Native Children and Teachers of Indian Children" \$60,000.

Bakersfield College, Bakersfield, California with the cooperation of California State College, Bakersfield and the Bakersfield City School District. "Project MECHICA Materials Development in Chicano Studies." \$70,000

Gustavus Adolphus College, St. Peter, Minnesota with the cooperation of the American Scandinavian Foundation "Expanded Program in Scandinavian Studies" \$25,000

Japanese American Citizens League, San Francisco, California "Contributions of Japanese Americans to American Life Curriculum Development Program" \$60,000

Kirkwood Community College, Cedar Rapids, Iowa "General Ethnic Heritage and Specific Czech Heritage Curriculum Model Development" \$25,000

National Education Association, Washington, D.C. and the New Jersey Education Association, Trenton, New Jersey "The NEA/NJEA Multi-ethnic/Racial Curriculum Development Program" \$90,000

New York State Education Department, Albany, New York "Italo-American Curriculum Studies" \$70,000

Social Science Education Consortium, Inc., Boulder, Colorado with the cooperation of the Council of State Social Studies Specialists, the Social Studies Supervisors Association, and the College and University Faculty Association "Analysis and Dissemination of Ethnic Heritage Studies Curriculum Materials" \$45,000

South Dakota Department of Education and Cultural Affairs, Pierre, South Dakota "Indian Ethnic Heritage Curriculum Development Project" \$45,000

## NEW STAFF MEMBERS AT CAL

The Center for Applied Linguistics has added three linguists to its staff. They are: David DeCamp, Peter A. Eddy, and Peg Griffin. In addition, Roger W. Shuy, formerly director of CAL's Urban Language Study and currently professor of linguistics/director of the Sociolinguistics Program at Georgetown University, has joined the staff on a part-time basis.

Dr. DeCamp will be at the Center for a two-year period as Associate Director for international program activities. His responsibilities will include international aspects of vernacular education, literacy, TESOL, language surveys and language planning, international linguistic institutes, services for the exchange of students and scholars, and liaison. Dr. DeCamp comes to the Center from the University of Texas where he is professor of English, of linguistics, and of education. He has been recipient of a Fulbright senior research grant in the West Indies, as well as several grants from the Institute of Latin American Studies for research on pidgin and creole languages. He was senior linguistic specialist in Taiwan with the University of Texas' linguistic advisory mission under contract with the Agency for International Development and the Chinese

Ministry of Education. He also directed courses in Chinese and Japanese as well as the program in ESL at the University of Texas. Most recently, Dr. DeCamp was a faculty member of the 1973 and 1974 Middle East Linguistic Institutes.

Dr. Eddy, formerly assistant professor of French at Western Washington State College, Bellingham, Washington, assumed the duties of Associate Director of the ERIC Clearinghouse on Languages and Linguistics (See *LR*, 16:6). He received his Ph.D. from Ohio State University in 1970, where his dissertation topic was, "Linguistics in the Preparation of Modern Foreign Language Teachers." Dr. Eddy's current research interests include competency-based teacher certification in foreign languages, computer-assisted language instruction, and error analysis and French-English contrastive study.

Peg Griffin is currently a Ph.D. candidate at Georgetown University, working on the relation between the form of imbedded sentences and their use. At CAL, she will be concerned primarily with activities centering around linguistics and education and basic sociolinguistic research.

Dr. Shuy will be an Associate Director in charge of domestic programs.

## ERIC/CLL REQUESTS DOCUMENTS

The ERIC Clearinghouse on Languages and Linguistics is now operational at the Center for Applied Linguistics. (See *LR*, 16:6.) Foreign language departments, linguistics departments, foreign language education departments, state and local foreign language supervisors and English as a second language specialists, regional education laboratories, other research and development centers, and relevant federal agencies are urged to submit documents to the Clearinghouse which have potential merit for inclusion in *ERIC Resources in Education (RIE)*. *RIE* is a monthly abstract journal which presents resumes, bibliographical information, and ordering instructions for documents processed by all the ERIC clearinghouses. ERIC/CLL acquires, reviews, and prepares documents for announcement in *RIE*. Materials processed include research reports and conference papers, position papers, scholarly reviews, state-of-the-art papers, bibliographies, statistical compilations, instructional materials, progress reports, program goals and criteria, program evaluation studies, and other educationally

relevant information dealing with languages and linguistics. Documents may have been published and copyrighted before acquisition.

The specific subject areas covered by ERIC/CLL are instructional methodology, psychology of language learning, presentation of cultural and intercultural content, application of linguistics, curricular problems and developments, and teacher training and qualifications specific to the teaching of language. Documents which concern the language teacher and researcher in the language sciences are also involved, as well as those dealing with psycholinguistics, theoretical and applied linguistics, language pedagogy, bilingualism, and instructional materials related to the commonly and uncommonly taught languages, including English for speakers of other languages.

Materials meeting the above criteria should be sent in duplicate with a 200-word abstract to the ERIC Clearinghouse on Languages and Linguistics at the Center for Applied Linguistics, 1611 North Kent Street, Arlington, Virginia 22209

## news briefs

The Department of Linguistics at the University of Minnesota has begun publication of a *Newsletter* designed to inform interested persons about linguistic activities at the university. The newsletter reports on upcoming conferences and seminars and new publications, as well as on the research and other activities of both former and current students and faculty members. Those interested in receiving the newsletter should write: Walter Lehn, Chairman, Department of Linguistics, University of Minnesota, 142 Klacber Court, Minneapolis, Minnesota 55455.

*Current Issues in Linguistic Theory (CILT)* is a new series designed to provide a forum for language theorists whose views differ considerably from those felt to be common to "Establishment" or traditional linguistics. Emphasis will be placed on works based on widely differing theoretical approaches. The first volume in the series—*The Transformational-Generative Paradigm and Modern Linguistic Theory*—will be available soon and will contain articles by scholars whose expressed aim is to promote a union of individualists working toward the advancement of theory and empirical accountability. For further information on the aims and scope of this series write: J. Peter Maher, Department of Linguistics, Northeastern Illinois University, Chicago, Illinois 60625.

The University Center for International Studies of the University of Pittsburgh is pleased to announce the appointment of Edward M. Anthony, Professor of Linguistics, as Director of Language Orientation Programs for the Center. Professor Anthony, leaving his post as Chairman of the Department of General Linguistics, will spend the first year of his new assignment overseas. He will be based in Singapore as visiting professor at the Regional English Language Centre, where his duties will include supervision of research projects and consultation with the ministries of education of the eight countries which support the Centre.

The Center for the Study of Evaluation (CSE) at the University of California at Los Angeles is one of eight university-based  
*See News Briefs — 8, Col 1*

## GUIDELINES—from page 1

chusetts at Amherst. Observers were Gloria Becerra, Doris Gunderson, Robert Miller, and Joyce Stern from the U.S. Office of Education, and Gilberto Narro Garcia from CAL.

Seven major areas in which bilingual teachers should have competence were defined: language proficiency, linguistics, culture, instructional methods, curriculum utilization and adaptation, assessment, and school-community relations. The competencies specified within each of these areas are considered essential for effective performance in the bilingual classroom. The manner in which teacher training institutions formulate programs to develop these competencies will vary, thus the focus of the guidelines is on the skills and abilities which should be required for certification, rather than on specific courses or number of credit hours.

Two points were stressed throughout the discussions: First, an extensive amount of the teacher's training should be conducted in the mother tongue. This is important for many obvious reasons, the major one being to provide the future teacher with the specialized terminology required to present course content in the child's first language. Second, the teacher training curriculum must provide for on-site training in the community very early in the program, and continuing throughout the training period. Student teaching should extend beyond the classroom to extracurricular activities, the playground, and school programs involving the parents and community. There is no other way the teacher can develop the communicative competence required, nor perception of roles, functions, styles of socialization, and learning within the community nor can sensitivity to culture be developed adequately on campus.

Following are the proposed guidelines for the preparation and certification of teachers of bilingual-bicultural education in the U.S. which resulted from the meeting.

This statement, designed primarily to apply to teachers of bilingual-bicultural education in the United States of America, is intended to assist teacher certification agencies and educational institutions in the establishment of certification standards for bilingual-bicultural education teachers, and in the design and evaluation of bilingual-bicultural teacher education programs.

The statement (1) describes the personal qualities and minimum professional competencies necessary for the successful teacher and (2) sets forth the guidelines considered essential in designing teacher training programs in bilingual-bicultural education.

## INTRODUCTION

Bilingual-bicultural education has become one of the most significant and widespread movements in American education in the twentieth century. Not since the Renaissance has there been such a general acceptance of the idea that the goals of education might best be served by offering instruction in the native language of the learner. The passage of the Bilingual Education Act in 1968 helped bring about a major change in our educational philosophy, from a rejection or disparagement of other languages to a respect for their validity and their value as mediums for learning. The cultures of their speakers have come to be recognized as forming a valuable part of our national heritage, and as occupying an important place in our pluralistic society.

Today, state after state is adopting legislation supporting or mandating bilingual-bicultural education. Recent court decisions, including one by the Supreme Court, are giving added impetus to this movement. In order to meet the urgent need for competent teachers trained to teach in bilingual-bicultural programs, colleges and universities are rapidly instituting teacher training programs, and state departments of education are moving to prepare or approve credentials in this field. These developments have created a need for a set of guidelines which could help bring about comparability in training programs, and provide a basis for certification requirements which would assure high standards of quality for teachers in this field. The following guidelines represent an attempt to meet this need.

Because of the great variation in educational institutions which might undertake to prepare teachers for bilingual-bicultural education programs these guidelines do not attempt to work out a set curriculum or to recommend a specific series of course titles. It is not only useful but urgent, however, to formulate the principles upon which such a program of teacher preparation should rest.

Accordingly, the guidelines emphasize personal qualities, attitudes, skills, experience, and knowledge rather than courses and credit hours. The manner of the formulation owes much to the documents from different states that were consulted and it represents the consensus of a number of leaders in the field, drawn from all levels of instruction and supervision, and representing a broad range of experience and points of view. The development of the guidelines was made possible through a grant from the U.S. Office of Education (Title V, EPDA).

Although these guidelines are intended to be

applicable primarily to teachers at the preservice level, they will also apply to teachers at the in-service level. One cardinal principle must be rigidly observed throughout, namely that the teacher of bilingual-bicultural education should have the same quality academic preparation as teachers of other subjects at comparable levels.

## PERSONAL QUALITIES

The teacher of bilingual-bicultural education should have the following qualifications.

1. A thorough knowledge of the philosophy and theory concerning bilingual-bicultural education and its application.

2. A genuine and sincere interest in the education of children regardless of their linguistic and cultural background, and personal qualities which contribute to success as a classroom teacher.

3. A thorough knowledge of and proficiency in the child's home language and the ability to teach content through it; an understanding of the nature of the language the child brings with him and the ability to utilize it as a positive tool in his teaching.

4. Cultural awareness and sensitivity and a thorough knowledge of the cultures reflected in the two languages involved.

5. The proper professional and academic preparation obtained from a well-designed teacher training program in bilingual-bicultural education.

The guidelines which follow are designed to meet these necessary qualifications and describe the various academic areas considered essential in teacher training programs in bilingual-bicultural education.

## I LANGUAGE PROFICIENCY

The teacher should demonstrate the ability to

1. Communicate effectively, both in speaking and understanding, in the languages and within the cultures of both the home and school. The ability will include adequate control of pronunciation, grammar, vocabulary, and regional, stylistic, and nonverbal variants appropriate to the communication context.

2. Carry out instruction in all areas of the curriculum using a standard variety of both languages.

## II LINGUISTICS

The teacher should demonstrate the ability to

1. Recognize and accept the language variety of the home and a standard variety as valid systems of communication, each with its own legitimate functions.

2. Understand basic concepts regarding the nature of language.

*See Guidelines—6, Col. 1*

## From Capitol Hill...

The bilingual education section of the House education bill (H.R. 69) has come out of conference in good stead. The Conference Report designates bilingual education as "a full-time program of instruction, designed for children of limited English-speaking ability in elementary and secondary school, in which there is instruction in both the native language of such children and in English, with appreciation of the cultural heritage of such children." The report stresses that the program is *not* for the "establishment of a *bilingual society*," nor is it designed to teach native English-speakers a foreign language.

The Bilingual Education Act also received new funding from the conference. It authorized \$135 million each for fiscal years 1974 and 1975, \$140 million for '76, \$150 million for '77, and \$160 million for 1978. \$16 million of the first \$70 million have already been appropriated with one-third over that amount allocated for training bilingual teaching personnel.

Grants will be made available from the authorized funds. Local education agencies and colleges will be able to apply for assistance to establish, operate, and/or improve their bilingual education programs. The report, however, requires that priority be given to areas with the greatest need for such programs.

## Of Note...

The Corporation for Public Broadcasting has awarded WNET-TV/New York a grant of \$61,000 in support of a pilot for a proposed national TV series aimed at the Latino/American population. Possible topics to be covered in the series include human rights, immigration, and bilingual and migrant education.

An EPDA Bilingual Education Director's Meeting was held September 23-24, 1974 in Arlington, Virginia. Various matters of concern to bilingual education were discussed during the two-day meeting, including the status of bilingual legislation, training teachers for bilingual programs, research in bilingual education, programs for paraprofessionals, and university school relationships in bilingual training. A similar meeting will be held in early 1975.

## THE CULVER CITY BILINGUAL PROJECT

Although the concept of bilingual education in the U.S. is as old as the Republic, a recent experiment in Culver City, California has given it a new twist. English speaking students had their *total curriculum* conducted in a second language: Spanish. Preliminary findings of the experiment prove it to be a great success.

The Culver City Spanish Immersion Project was modeled after the St. Lambert Project conducted in Montreal, Canada from 1965-69. The St. Lambert Project was a home-school language switch. Its purpose was to promote functional bilingualism by using French as the language of instruction for children from English-speaking homes. By the end of the fourth grade, the experimental students had proven competence in both languages with no symptoms of retardation or negative transfer and no signs of intellectual deficit. They also demonstrated high level performance in nonlanguage subjects and less ethnocentricity.

With such positive results, St. Lambert has since served as a model for other bi- and monocultural settings. In Culver City, where a serious desire existed to develop a high level of competence in a second language, the English-speaking Anglo child was given an opportunity previously offered primarily to the linguistically and culturally different child. English-speakers were being instructed entirely in Spanish. Culver City did, however, introduce a new aspect to the St. Lambert model by adding six native Spanish-speakers to the original group during the second year of the project. Although comprising only one-fourth of the class, the native Spanish-speakers served as models for their English-speaking peers. While Spanish-speaking children in English classes are often ridiculed, they were treated as equals and were greatly admired for their fluency in Spanish.

At the end of its second year, the Spanish Immersion Project is producing results similar to the St. Lambert Experiment. The English-speaking students are acquiring competence in understanding, speaking, reading, and writing Spanish, while maintaining English-language proficiency. These students are also performing on a par with their English-speaking age group in nonlanguage subjects.

As a result of these two programs—and others like them—bilingual education is facing some new issues. *Who* gets bilingual education and how does one develop complete competence in *both* the home language and the school language? [For more information on both projects, consult: *Bilingual Education of Children The St. Lambert Experiment*, by Wallace E. Lambert and G. Richard Tucker. (Studies in Bilingual Education.) Rowley, Mass., Newbury House, 1972 and "The Culver City Spanish Immersion Program: The First Two Years," by Andrew D. Cohen in *The Modern Language Journal* 58:3, March 1974 ]

## Bilingual Program Ordered For Portales Schools

The Tenth U.S. Circuit Court of Appeals has ordered the Portales, New Mexico school system to begin a bilingual-bicultural program which would assure that students of Mexican descent receive a meaningful education. In the most significant legal action since *Lau v. Nichols* (see LR 16:3), Circuit Judge Delmas C. Hill upheld an earlier Federal Court decision to institute special curricula to meet the education needs of Portales' 26 percent Spanish surnamed school population.

Noting the similarity of the two cases, Circuit Judge Hill followed the Supreme Court's approach and held the Portales school board accountable under Section 601 of Title VI of the 1964 Civil Rights Act. He concluded that although no purposeful discrimination was probably intended, the school district had not instituted a program whereby Mexican-American children could receive adequate education. HEW requires school systems to assure that students of a particular national origin are not denied the opportunity to obtain the education available to other students.

Again citing *Lau*, Judge Hill turned back Portales' final argument—that bilingual programs will be required wherever there is a student who does not speak adequate English. He noted that "numbers are at the heart of this case and only when a substantial group is being deprived of a meaningful education will a Title VI violation exist."

## **GUIDELINES—from page 4**

3 Understand the nature of bilingualism and the process of becoming bilingual.

4. Understand basic concepts regarding the natural effects of contacts between languages and the implications of this information for the instructional program.

5. Identify and understand regional, social, and developmental varieties in the child's languages at the phonological, grammatical, and lexical levels

6. Identify and understand structural differences between the child's first and second languages, recognizing areas of potential interference and positive transfer.

7. Develop curricular activities to deal with areas of interference.

8 Understand theories of first and second language learning, differences between child and adult language learning, and their implications for the classroom.

### **III CULTURE**

The teacher should demonstrate the ability to

1. Respond positively to the diversity of behavior involved in crosscultural environments

2 Develop awareness in the learner of the value of cultural diversity

3 Prepare and assist children to interact successfully in a crosscultural setting

4 Recognize and accept different patterns of child development within and between cultures in order to formulate realistic objectives

5 Assist children to maintain and extend identification with and pride in their culture

6 Understand, appreciate, and incorporate into activities, materials and other aspects of the instructional environment

a The culture and history of the group's ancestry

b Contributions of group to history and culture of the United States

c Contemporary life style(s) of the group

7 Recognize both the similarities and differences between Anglo-American and other cultures and both the potential conflicts and opportunities they may create for children

8 Know the effects of cultural and socioeconomic variables on the student's learning styles (cognitive and affective) and on the student's general level of development and socialization

9 Use current research regarding the education of children in the U S from diverse linguistic and cultural backgrounds

10 Understand the effects of socioeconomic and cultural factors on the learner and the educational program

11 Recognize differences in social structure, including familial organization and patterns of authority, and their significance for the program

### **IV INSTRUCTIONAL METHODS**

This component should enable teachers to assist students in achieving their full academic potential in the home language and culture as

well as in English To this end, the teacher is expected to demonstrate the following competencies:

1 Assist children to maintain and extend command of the mother tongue and the second language in listening, speaking, reading, and writing.

2. Apply teaching strategies appropriate to distinct learning modes and developmental levels, including preschool, taking into consideration how differences in culture affect these and other learning variables

3 Organize, plan and teach specific lessons in the required curriculum areas, using the appropriate terminology in the learner's language(s) and observing the local district curriculum guidelines Basic elements and methodologies best suited to the teaching of reading and language arts, mathematics, social studies and science, as a minimum, must be identified and applied in the learner's language(s)

4 Utilize innovative techniques effectively and appropriately in the learner's language(s) in the various content areas, namely.

a. Formulation of realistic performance objectives and their assessment

b Inquiry/discovery strategies.

c. Individualized instruction

d Learning centers.

e Uses of media and audio visual and materials

f Systems approaches to the teaching of reading and mathematic skills

g Team teaching and cross grouping

h Interaction analysis

5 Develop an awareness of the way in which learner's culture should permeate significant areas of the curriculum

6 Utilize first and/or second-language technique in accordance with the learner's needs at various stages of the learning process

7 Utilize effective classroom management techniques, for optimal learning in specific situations

8 Work effectively with paraprofessionals and other adults

9 Identify and utilize available community resources in and outside the classroom

### **V CURRICULUM UTILIZATION AND ADAPTATION**

The teacher should demonstrate the ability to

1 Identify current biases and deficiencies in existing curriculum and in both commercial and teacher-prepared materials of instruction Materials should be evaluated in accordance with the following criteria

a Suitability to students' language proficiencies and cultural experiences

b Provision and respect for linguistic and cultural diversity

c Objectives, scope, and sequence of the materials in terms of content areas

d Students' reaction to materials

2 Acquire, evaluate, adapt, and develop materials appropriate to the bilingual-bicultural classroom

### **VI ASSESSMENT**

#### *General*

The teacher should demonstrate the ability to

1. Recognize potential linguistic and cultural biases of existing assessment instruments and procedures when prescribing a program for the learner

2 Utilize continuous assessment as part of the learning process

3. Interpret diagnostic data for the purpose of prescribing instructional programs for the individual

4. Use assessment data as basis for program planning and implementations.

#### *Language.*

The teacher should demonstrate the ability to

1 Determine language dominance of the learner in various domains of language use—oral and written

2 Use assessment results to determine teaching strategies for each learner

3 Identify areas of proficiency (oral and written vocabulary, syntax, phonology) in the learner's first and second language.

4 Assess maintenance and extension levels of the learner's language(s)

#### *Content*

The teacher should demonstrate the ability to

1 Evaluate growth, using teacher-prepared as well as standard instruments, in cognitive skills and knowledge of content areas, utilizing the language of the home

2 Assess accuracy and relevance of materials utilized in the classroom

3 Prepare tests to evaluate achievement of proposed objectives of instruction

#### *Self*

The teacher should demonstrate the ability to identify and apply procedures for the assessment of

1 Own strengths and weaknesses as a bilingual teacher

2 Own value system as it relates to the learner, his behavior, and his background

3 The effectiveness of own teaching strategies

### **VII SCHOOL-COMMUNITY RELATIONS**

Current trends in education have specifically identified the significant role of the community in the educational process The knowledge that the community has goals and expectations creates for the schools the need to include, integrate and enhance those expectations into the regular school program

Bilingual education offers distinct opportunities to bridge the structural and cultural gap between school and community The school with a bilingual-bicultural education program should serve as a catalyst for the integration of diverse cultures within the community

The teacher should demonstrate the following competencies

1 Develop basic awareness concerning the  
*See Guidelines—9, Col 3*

## Research Projects Supported by NIE

In its second nationwide competition, the National Institute of Education (NIE) has awarded nearly \$4 million for 73 research projects to expand the nation's fundamental knowledge about the processes of education. The competition was open to research proposals dealing with any of five issues identified by NIE's National Council on Educational Research as being major priority areas for work to improve the nation's educational system: (1) provision of essential skills, (2) relevance of education to work, (3) diversity in education, (4) education efficiency and productivity, and (5) production and utilization of knowledge. Listed below are the investigator, institution, and title for each linguistic research project which received a grant.

- Richard Anderson. University of Illinois, Urbana. "Toward a Theory of Language Comprehension" September 1, 1974-August 31, 1977 \$65,000.
- J. R. Barclay. University of Colorado. "The Influence of Non-Linguistic Knowledge on Perceiving and Verifying Sentences" September 1, 1974-August 31, 1977. \$43,445
- Patricia A. Carpenter and Marcel Adam Just Carnegie-Mellon University "Linguistic Control of Information Processing" July 1, 1974-June 30, 1977 \$24,989.
- Roger M. Cooper. Stanford Research Institute. "The Control of Eye Fixation by the Meaning of Spoken Language and Its Application to the Real-Time Investigation of Perceptual and Cognitive Processes" September 1, 1974-August 31, 1977 \$100,000
- Linnea C. Ehrn. The Regents of the University of California "Effects of Printed Intonation Cues on Reading in Children" July 1, 1974-June 30, 1975 \$21,520
- Karen M. Fischer Gloucester County College, N.J. "Prediction of Reading Ability from Early Language Skills." July 15, 1974-October 14, 1974. \$4,035
- Richard B. Hoppe, Kenyon College, Ohio "Acquisition and Retention of Complex Semantic Ideas" June 1, 1974-May 31, 1976 \$13,996.
- Dale D. Johnson University of Wisconsin-Madison. "A Comparison of Two Vocabulary Development Programs with Intermediate Grade Menominee Indian Children." July 1, 1974-June 30, 1975 \$49,950.
- Beatrice K. Levy. Brooklyn College. "Syntactic Analysis of Elementary School Reading Materials" September 1, 1974-August 31, 1975 \$15,000.
- Seymour Papert Massachusetts Institute of Technology "Conversational Computers as a Context and Stimulus for the De-

See NIE-15, Col 3

## meetings and conferences

- 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) [See *LR* Vol 16 6, p. 2.]
- October 12-14 American Translators Association. Chicago, Illinois. [See *LR* Vol. 16 6, p. 2.]
- October 13-17 American Society for Information Science, 37th Atlanta, Georgia.
- October 18-19. International Conference on Sino-Tibetan Languages and Linguistics, 7th. Atlanta, Georgia (Write: W. L. Ballard, Department of English, Georgia State University, 33 Gilmer Street, S.E., Atlanta, Georgia 30303.)
- October 18-19. Mid-America Linguistic Conference Lincoln, Nebraska. (Write Robert S. Haller, Department of English, University of Nebraska, Lincoln, Nebraska 68508.)
- October 18-20. New York State English to Speakers of Other Languages and Bilingual Educators Association Syracuse, New York (Write Jeanette D. Macero, New York State ESOL and Bilingual Educators Association, P. O. Box 444, Bronx, New York 10471)
- October 25-26 Colloquium on New Ways of Analyzing Variation in English Washington, D.C. (Write Roger W. Shuy, School of Languages and Linguistics, Georgetown University, Washington, D.C.)
- October 25-27 Association of Mexican American Educators Annual Convention Los Angeles, California (Write Raymond G. Cencerroz, 1974 AMAE Convention Chairman, East Los Angeles College, 5357 East Brooklyn Avenue, Los Angeles, California 90022)
- October 30-November 2. African Studies Association. Chicago, Illinois
- October 31-November 2. Southeastern Conference on Linguistics, 7th Washington, D.C. (Write Sarita G. Schotta, National Institute of Education, Room 717, 1200 19th Street, N.W., Washington, D.C. 20208)
- 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) [See *LR* Vol. 16-6, p. 12.]
- November 2 Annual Foreign Language Conference at New York University, 40th. New York, New York (Write Emilio L. Guerra, Division of Foreign Languages and International Education, New York University, School of Education, 239 Greene Street, 735 East Building, New York, New York 10003) [See *LR* Vol. 16:7, p. 7]
- November 5-8 American Speech and Hearing Association Las Vegas, Nevada
- November 5-8 Acoustical Society of America Winter Meeting. St. Louis, Missouri
- November 6-7 Colloquium on The Language Needs of Future Commercial Cadres Brussels, Belgium (Write: Mr. Jos Nivette, Director of the Institut voor Taalonderwijs, Vrije Universiteit Brussel, Oudegermselaan 22-24, 1040 Brussels, Belgium)
- 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 8-9 LSA Golden Anniversary Symposium II American Indian Languages and American Linguistics. Berkeley, California. [See *LR* Vol 16 8, p. 13]
- November 9-10. Northeast Linguistic Society, 5th Cambridge, Massachusetts (Write NELS V, Holyoke Center 851, 1350 Massachusetts Avenue, Cambridge, Massachusetts 02138.)
- November 11-14. Table Ronde du CNRS. Aix-en-Provence, France. (Write: Groupe de Recherche Informatique et Linguistique, 7 Boulevard Paul d'Olonne, Aix-en-Provence, France) [See *LR* Vol 16-7, p. 7]
- November 15-16. Romanian Studies Conference. Boulder, Colorado. (Write Stephen Fishergalat, Department of History, University of Colorado, Boulder, Colorado 80302.)
- November 16-17. Colloquium on Discourse Analysis Toronto, Ontario, Canada (Write: Pierre R. Leon, Director, Experimental Phonetics Laboratory, 39 Queen's Park Crescent East, University of Toronto, Toronto M5S 1A1, Ontario, Canada)
- November 19-24 American Anthropological Association, 73rd. Mexico City, Mexico
- November 20-22 Inter-American Conference on Bilingual Education Mexico City, Mexico (Write D. Riehl, Center for Applied Linguistics, 1611 North Kent Street, Arlington, Virginia 22209)
- November 20-24 Conference on American Indian Languages, 13th. Mexico City, Mexico
- November 22-24. Chinese Language Teachers Association Denver, Colorado (Write Winston L. Yang, Department of Asian Studies, Seton Hall University, South Orange, New Jersey 07079)
- November 22-25 American Association of Teachers of German. Boston, Massachusetts.
- November 23-26 National Association for the Education of Young Children. Washington, D.C. [See *LR* Vol. 16 6, p. 2]
- 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 13 Association for Literary and Linguistic Computing. London, England. (Write Ms. J. M. Smith, Secretary, Association for Literary and Linguistic Computing, 6 Sevenoaks Avenue, Heaton Moor, Stockport, Cheshire SK4 48W, England.)
- December 26-29. Modern Language Association, 89th New York, New York
- December 27. LSA Golden Anniversary Symposium III. The European Background of American Linguistics. New York, New York. [See *LR* Vol 16.8, p. 13]

## meetings and conferences

- December 27-29 American Dialect Society New York, New York.  
 December 27-30. Speech Communication Association Chicago, Illinois  
 December 28-30 Linguistic Society of America Winter Meeting, 49th. New York, New York [See *LR* Vol 15 8, p 8 ]  
 December 28-30 American Philological Association Chicago, Illinois  
 January 5-11 International Study Conference on Classification Research 3rd Bombay, India. (Write FID/CR Secretariat, DRCT, 112 Cross Road 11, Malleswaram, Bangalore 560003, India ) [See *LR* Vol 16 3, p 2 ]  
 January 6-10 IV Congress of Asociacion de Lingüística y Filología de America Latina Lima, Peru (Write Dra Marita Hildebrandt, Directora del Instituto Nacional de Cultura, Jirón Ancash 390, Lima 1, Peru )  
 January 13-17 VII Interamerican Symposium on Linguistics and Language Teaching Lima, Peru (Write Dr Mauricio San Martín Frayssinet, Director General, Instituto Nacional de Investigación y Desarrollo de la Educación, Casilla 1156, Correo Central, Lima, Peru )  
 January 13-18 International Conference on Pidgins and Creoles Honolulu, Hawaii. (Write Richard R Day, Chairman, Steering Committee, International Conference on Pidgins and Creoles, ESL Department, University of Hawaii, Honolulu, Hawaii 96822 ) [See *LR* Vol 15 9, p 8 ]  
 January 27-31 American Association for the Advancement of Science, 141 st New York, New York.  
 March 4-9 Teachers of English to Speakers of Other Languages, 9th Los Angeles, California [See *LR* Vol 16 6, p 4 ]  
 March 9-14. National Association of Language Laboratory Directors, 11th Dallas, Texas  
 March 12-15 Georgetown Round Table, 26th Washington, D C  
 March 23-26 Association of Asian Studies San Francisco, California  
 March 30-April 3 American Educational Research Association Annual Meeting Washington, D C [Forthcoming]  
 March 30-April 4 Association for Childhood Education International New Orleans, Louisiana  
 April 4-6 Child Language Research Forum, 7th Stanford, California  
 April 6-7. Annual Meeting of the European Linguistics Society, 9th Nottingham, England (Write R Hartmann, Director, Language Centre, University of Exeter, Exeter EX4 4QH, England ) [See *LR* Vol 16 6, p 12 ]  
 April 6-8 Annual Meeting of the Linguistics Association of Great Britain Nottingham, England (Write C Butler, University of Nottingham, Nottingham NG7 2RD, England ) [See *LR* Vol 16 6, p 12 ]  
 April 11-13 Conference on African Linguistics, 6th Columbus, Ohio (Write Robert K Herbert, Department of Linguistics, Ohio State University, Columbus, Ohio 43210 )  
 April 17-19. Northeast Conference on the Teaching of Foreign Languages New York, New York.  
 April 17-20 Chicago Linguistic Society, 11th Chicago, Illinois (Write Chicago Linguistic Society, Goodspeed 205, 1050 East 59th Street, Chicago, Illinois 60637 )  
 April 20-26. Council for Exceptional Children Los Angeles, California  
 April 24-26 University of Kentucky Foreign Language Conference Lexington, Kentucky (Write Theodore H Mueller, Director, Foreign Language Conference, University of Kentucky, Lexington, Kentucky 40506 )  
 July 25-27 LSA Summer Meeting Tampa, Florida  
 November 27-30 International Congress of the Fédération Internationale des Professeurs de Langues Vivantes (FIPLV), 12th Washington, D.C (Write Secrétariat Général, FIPLV, Postfach 544, D-355, Marburg 11, West Germany ) [See *LR* Vol 16 7, p 7 ]  
 December 27-30 Modern Language Association. San Francisco, California  
 December 28-30 LSA Winter Meeting San Francisco, California

### NEWS BRIEFS—from page 3

education research centers supported by the National Institute of Education. Established in 1966, CSE's main goal is to provide school systems with the tools necessary to effectively evaluate their education programs. The Center has, for example, been instrumental in developing procedures, workshops, and training packages designed to serve essentially as do-it-yourself kits to pinpoint local education needs and objectives. For further information on these and other Center activities write: Jane C. Beer, Director, Dissemination Services, Center for the

Study of Evaluation, UCLA Graduate School of Education, Los Angeles, California 90024.

The Department of Linguistics at the University of Alberta has several graduate assistantships in experimental linguistics. Emphasis in these programs is on participation in departmental research in psycholinguistics and in fields related to acoustics and the physiology of speech production and perception. Candidates for the programs should have a background in linguistics, phonetics, or related disciplines such as psychology, mathematics, computer

science, physiology, general biology, communication, or bioengineering. Address all inquiries to Graduate Advisor, Department of Linguistics, University of Alberta, Edmonton, Alberta T6G 2H1 Canada.

Eleanor Harz Jorden has been named Mary Dolon Alger Professor of Linguistics at Cornell University. The new chair which Dr. Jorden will occupy is part of a gift to the university from Mary Dolon Alger, a senior judge of the U.S. Customs Court and Cornell Trustee emeritus.

The Speech Communication Association's Commission on International and Intercultural Communication is currently compiling material for an *International and Intercultural Communication Annual* and would like to receive the names and addresses of groups whose activities include international and/or intercultural communication study. Those desiring to contribute information to this publication should write: Corinne K. Flemings, Department of Speech Communication, California State College, California, Pennsylvania 15419

Bernard Spolsky, a professor in the Department of Linguistics and formerly Chairman of the Program in Linguistics and Language Pedagogy, has been named Dean of the Graduate School at the University of New Mexico.

The Association of German Language Authors in America was recently formed to fill the void for those German writers who are not reviewed in Anglo-American publications. To help fill the need in this area, the Association publishes *Mitteilungsblatt*, a newsletter which contains bibliographical data on German-American authors, German-American bookstore and printer lists, and ethnic publication reviews. For more details on the Association, write it direct at 2545 Harrison Avenue, Cincinnati, Ohio 45211.

Stanford University has received a grant of \$150,000 from the National Endowment for the Humanities (NEH) as part of its continued support for the University's Inter-University Center for Japanese Language Studies in Tokyo. NEH also announced a similar grant of \$100,000 for continued support of Stanford's Inter-University Center for Chinese Language Studies in Taipei.

The Spring 1974 issue (Volume 8, Number 2) of *Visible Language* contains two articles of interest to linguists: "Phonological and Orthographic Relationships of Reading Performance," by Robert A. Barganz and "Literacy Policy and the Emerging Technology of Readability," by John R. Bormuth.

Guru Nanak University in Amritsar, India, has recently established a Department of Panjabi Language, Literature, and Culture. The new department, headed by Dr. Piar Singh, will concentrate on the regional language, its planning, and development.

The Ford Foundation has recently published a comprehensive study of racial and ethnic enrollment in higher education. Entitled *Minority Enrollment and Representation in Institutions of Higher Education*, the 250-page study provides a statistical breakdown of racial and ethnic enrollment in public and private, two and four-year colleges and universities, and professional schools. Primarily in tabular form, the central conclusions of the study are that the numbers of Blacks and Spanish-surnamed Americans attending American colleges and universities remain substantially lower than their percentage in the population. The study also reveals that Japanese and Chinese Americans are represented slightly beyond their numbers in the population. The report is available upon request from: The Ford Foundation, Office of Reports, 320 East 43 Street, New York, New York 10017.

Comenius Triennale 1974, sponsored by the Osvetový Ustav and the Mestskýdom Kultúry a Osvety, was held June 11-14, 1974 in Bratislava, Czechoslovakia. The theme of the conference was "Language and the Socialist Society." Topics covered included. (1) The Function of Language in a Socialist Society; (2) Bilingualism and Interference; (3) Sociology and Language; (4) Terminological Problems of Bilingualism; (5) Some Methods of Teaching French and Their Applicability; (6) The Relationship between Slovak and English Verbal Aspects; (7) Hungarian Teaching Methodology; (8) Problems of Teaching English to Adults; (9) Contrastive and Confrontational Linguistics; (10) Ethnographic and Cultural Phenomena as Important Factors in Foreign Language Teaching.

Charles Francis Hockett, who occupies the Goldwin Smith Chair in Linguistics and Anthropology at Cornell University, has been elected to membership in the National Academy of Sciences.

## personalia

The following is a list of linguists who are changing their institutional affiliation as of the academic year 1974/75. It contains only those changes that have been brought to the attention of the editor, persons wishing to publicize such information should contact the *LR*. An asterisk marks a temporary change.

	FROM	TO
Arthur Abramson	Ramkhamhaeng U, Bangkok	U of Connecticut
*Edward M. Anthony	U of Pittsburgh	RELC, Singapore
*Katherine D. Aston	U of Illinois	Tehran, Iran
J. Donald Bowen	U of California, Los Angeles	American U, Cairo
Gustavo Gonzalez	CAL	U of California, Santa Barbara
R. R. K. Hartmann	U of Nottingham	U of Exeter
*Nguyen Dang Liem	U of Hawaii	Australian National U
Wilga Rivers	U of Illinois	Harvard U
Joan Rubin	Georgetown U	Culture-Learning Institute, East-West Center, Hawaii
Thomas A. Sebeok	Netherlands Institute for Advanced Study	Indiana U

*Topics in Culture Learning*, Volume 2, is available at no charge from the Culture Learning Institute at the East-West Center. The volume contains 12 articles related to the Institute's four areas of research interest, "Culture in Contact," "Language in Culture," "Cultural Identity," and "Thought and Expression in Culture Learning." The articles examine one or more of the following themes: learning one's own culture; learning about another culture; formal educational programs designed to teach one's own culture or about another culture; concepts and issues central to education programs involving culture learning. Articles are aimed at the general reader rather than to a specialist in any one discipline. The volume can be obtained by writing: Director, Culture Learning Institute, East-West Center, Honolulu, Hawaii 96822.

*Linguistics and Psychoanalysis. Some Interfaces* is a new newsletter edited by Robert Di Pietro of the School of Languages and Linguistics at Georgetown University. The first issue, which appeared in March 1974, contains articles on the development of a foreign accent during second language acquisition and on analogical thinking between linguistics and psychotherapy. The newsletter will appear on an irregular basis at first and is available free of charge. Contributions are welcome, and special interest is expressed for notices about appropriate books and articles. To receive copies of the newsletter write: Robert Di Pietro, School of Languages and Linguistics, Georgetown University, Washington, D.C. 20007.

### GUIDELINES—from page 6

importance of parental and community involvement for facilitating the learner's successful integration to his school environment

2 Acquire skills to facilitate the basic contacts and interaction between the learners' families and the school personnel

3 Demonstrate leadership in establishing home/community exchange of sociocultural information which can enrich the learner's instructional activities

4. Acquire, and develop, skills in collecting culturally relevant information and materials characteristic of both the historical and current life-styles of the learners' culture(s) that can serve both as curriculum contents and for instructional activities

5 Acquire a knowledge of the patterns of child rearing represented in the families of the learners so as to better understand the background of the learners' behaviors in the classroom

6 Act as facilitator for enhancing the parents' roles, functions and responsibilities in the school and community

7 Serve as a facilitator for the exchange of information and views concerning the rationale, goals, and procedures for the instructional programs of the school

8 To plan for and provide the direct participation of the learners' family in the regular instructional programs and activities

### VIII SUPERVISED TEACHING

Because of the great disparity between theory presented in the context of a college environment and practical teaching realities in a bilingual-bicultural classroom setting, it is essential that a portion of every teacher's training experience include on-site supervised teaching experience in a bilingual-bicultural program. To the extent possible, relevant competencies should be demonstrated in the direct context of such a classroom setting.

## grants, fellowships, awards

The National Academy of Sciences (NAS) is accepting applications from American scientists desiring to make professional visits to institutions in Russia, Bulgaria, Czechoslovakia, Hungary, Poland, Romania, or Yugoslavia during a period extending from September 1975 through August 1976. Under agreements with academies of sciences in these countries, American scientists may make visits lasting at least one month for the purpose of familiarizing themselves with current scientific research or longer visits of three to 12 months for research purposes. NAS cannot accept applications this year for one-month visits to the USSR.

Applicants must be U.S. citizens with a Ph.D. or its equivalent in mathematics; the physical, biological, or engineering sciences; or social or behavioral sciences. All necessary expenses will be met by NAS and the foreign academy, including reimbursement of salary lost up to \$1,500 a month for a visit of three months or more and expenses for accompanying family members on visits of five months or more. Requests for applications must be made by November 7, 1974 and deadline for receiving completed applications is November 21, 1974. Applications may be obtained from the National Academy of Sciences, Commission on International Relations, USSR/EE, Washington, D. C. 20418.

The Rockefeller Foundation has announced the availability of humanities fellowships. The new program will make grants to applicants in the traditional humanities and related areas. Proposal objectives should seek to illuminate contemporary social or cultural problems, expand intercultural communication, and search for comparative cultural values in a pluralistic society. In general, proposals should exemplify the new dimensions, methods, or tasks of the humanities and related areas.

Applicants do not need to have any institutional affiliation. Grants are usually made to an individual, but joint projects are accepted. Awards cannot be made for the completion of graduate or professional studies and will not exceed \$30,000. Candidates cannot hold any other major fellowships. Applications must be submitted in two parts; *stage one*—project description including the candidate's qualifications with respect to the project (deadline, October 15, 1974); *stage two*—proposal submission

by candidates whose projects have been approved in stage one (deadline: December 15, 1974). Contact: Rockefeller Foundation Humanities Fellowships, the Rockefeller Foundation, 111 West 50th Street, New York, New York 10020.

The National Science Foundation (NSF) provides comprehensive support to social scientists through several ongoing programs.

*Special Foreign Currency Program* This program supports research and other scientific activities in countries where U.S.-owned foreign currencies are deemed excessive to normal U.S. needs. Support is provided for projects which are mutually beneficial to the U.S. and the participating country with U.S.-owned funds, and includes cooperative projects (joint U.S. and foreign scientists' research projects, foreign projects conducted by foreign scientists, and U.S. institutional projects abroad), international travel and international meetings, and guest scientists. Applications may be submitted at any time to the Office of International Programs.

*NATO Postdoctoral and Senior Fellowship Programs* These programs are conducted in cooperation with the U.S. Department of State and sponsored by the North Atlantic Treaty Organization. The primary objective of the programs is to enable universities and nonprofit scientific research institutions in the U.S. to send scholars to study new scientific techniques and developments at research and educational institutions in other NATO nations.

Candidates must be U.S. citizens affiliated with a U.S. college or university or a nonprofit scientific research institution. They must have at least five years experience in research, teaching, or other relevant professional work and must be relatively fluent in the language of the country where the proposed visit will take place. Postdoctoral applicants must have received the Ph.D. on or after January 1, 1966. Candidates may not apply directly for these fellowships but must be nominated by their institutions.

Application deadlines are October 21, 1974 for postdoctoral candidates and November 20, 1974 for senior fellows. Additional information may be obtained from the Office of Sponsored Projects.

*Student-Originated Studies* Under this program, projects are to collect useful data on problems of social relevance, are to be student-originated and student-managed, and are to be carried out by an interdisciplinary or multidisciplinary group under the leadership of a student project director, with consultation provided by a faculty project advisor. Proposals to the NSF should describe explicitly what activities are to be undertaken and how and when they will be accomplished. Proposals must be submitted in a

specific format consisting of a narrative, abstract, summary budget page, budget explanation, cover sheet, and appendices (optional). Institutions must apply on behalf of students. The deadline for submission of proposals is November 15, 1974. Write the Student-Oriented Program Office.

*Scientific Research Projects* Research projects in all the sciences are supported under this program. Grants are made to scientists working at U.S. universities and colleges or in specialized cooperative national research programs. Requests are generally submitted by institutions on behalf of interested scientists. Proposals are considered on the basis of scientific merit with emphasis on research that contributes to graduate and postdoctoral education in the sciences. Support of research at foreign institutions is not usually provided. Applications may be submitted at any time to Assistant Director for Research, National Science Foundation, Washington, D. C. 20550.

The American Association of University Women (AAUW) has announced the availability of Graduate Fellowships for Women for 1975-76. Approximately 60 dissertation fellowships will be awarded to women who will have completed all required course work and examinations for their doctoral degree except the defense of the dissertation by January 2, 1975. A few awards will also be made for postdoctoral research.

Fellowships will be awarded for a twelve-month period beginning July 1, 1975. They will provide stipends ranging from \$3,500 to \$6,000, depending on financial needs. No restrictions are placed on field or place of study. Applicants must plan to pursue careers in the U.S.

Application deadline is January 2, 1975. Applications can be obtained from: Martha A. Burns, Director, AAUW Fellowships Program, 2401 Virginia Avenue, N.W., Washington, D.C. 20037.

The Belgian American Education Foundation offers research fellowships for independent study in Belgium. Applicants must be U.S. citizens, fluent in French or Dutch, hold at least a Masters Degree, and preferably be under age 30. Nominations must be made by the candidate's graduate dean. Deadline for nominations is January 31.

Additional information may be obtained by writing: Belgian American Educational Foundation, 420 Lexington Avenue, New York, New York 10017.

# CAL SELECTED BIBLIOGRAPHIES: 5

## CHILD LANGUAGE ACQUISITION

by Julia S. Falk

[Julia S. Falk is Associate Professor of Linguistics at Michigan State University, East Lansing, Michigan.]

Research and developments in child language acquisition studies have expanded greatly since 1965 when *The Linguistic Reporter* published a 28-item "Selective Annotated Bibliography on Child Language" (Julia A. Sableski [Falk], *LR*, 7:2, April 1965). It is no longer either practical or useful to provide a similar listing covering the range of published material that has appeared in the past decade, for even by restricting a bibliography to important and original contributions, several hundred entries would be necessary. Yet interest in this area of investigation is widespread and constantly expanding, and for those who are concerned with the developments that have taken place, a partial, selected listing of available material may be of some assistance as a guide to the literature.

Numerous book-length studies have appeared since 1966, many devoted to specific aspects or periods of child language acquisition. One of the best known surveys providing an overview of the entire field is *The Acquisition of Language: The Study of Developmental Psycholinguistics* by David McNeill (New York: Harper and Row, 1970). For more detailed reading, it is also necessary to consult the articles and papers that have appeared in the journals and conference reports from a variety of disciplines, including linguistics, psychology, speech, and education. For those who are not fully familiar with such materials, a selected bibliography of sources is provided here.

Additional bibliographic information is available in the items listed. Interested readers may also wish to consult the comprehensive work by Dan I. Slobin, *Leopold's Bibliography of Child Language, Revised and Augmented Edition* (Bloomington, Ind.: Indiana University Press, 1972). The Slobin bibliography contains 746 entries from Leopold's 1952 listing, as well as hundreds of references to work appearing between 1952 and 1967. Entries are coded to provide information on the content of each reference, the language(s) of the child, and the nature of the study (ex-

perimental or biographical). In addition, the book contains an appendix of research from 1967 to 1972 on the acquisition of languages other than English and three detailed and useful indexes organized according to the language learned, the content of entries, and a cross-index of these two. The December issue of *The Linguistic Reporter* will publish a bibliography which deals primarily with child language phonology.

### ANTHOLOGIES, COLLECTED PAPERS, AND CONFERENCE REPORTS

Entries are limited to those works published since 1966 and containing a significant number of articles on child language in relation to the total content of the book. Excluded are works that emphasize language acquisition pathologies and abnormalities, those primarily concerned with educational practices, and those that contain only articles available in the entries that are included. Brief annotations indicate the source of contents and the number of papers relevant to child language investigation.

Alatis, James E., ed. *Report of the 21st Round Table Meeting on Linguistics and Language Studies Bilingualism and Language Contact* Washington, D.C. Georgetown University Press, 1970.

20 original papers, approximately half of which deal with childhood bilingualism and bilingual education

Bar-Adon, Aaron and Werner F. Leopold, eds. *Child Language: A Book of Readings* Englewood Cliffs, N.J. Prentice-Hall, 1971.

60 previously published articles, arranged chronologically from the 18th century to 1969

Brown, Roger. *Psycholinguistics: Selected Papers by Roger Brown* New York: The Free Press, 1970.

14 reprinted articles, 8 of which are included in the section "The Development of a First Language"

DeCecco, John P., ed. *The Psychology of Language, Thought, and Instruction: Readings* New York: Holt, Rinehart and Winston, 1967.

Reprinted articles, includes four articles on child language acquisition, as well as two dealing with Piaget's work on language and thought in children

Eliot, J., ed. *Human Development and Cognitive*

*Processes* New York: Holt, Rinehart and Winston, 1971.

Reprinted and original essays, six are included in the part devoted to child language acquisition.

Endler, Norman S., Lawrence R. Boulter, and Harry Osler, eds. *Contemporary Issues in Developmental Psychology* New York: Holt, Rinehart and Winston, 1968.

Mostly reprinted papers, the chapter "Language Development" contains four articles on child language acquisition, two additional articles on this topic appear in the chapter "Learning."

Ervin-Tripp, Susan. *Language Acquisition and Communicative Choice: Essays by Susan M. Ervin-Tripp* Stanford, Calif.: Stanford University Press, 1973.

17 previously published papers, including eight on bilingualism and six on child language acquisition

Ferguson, Charles A. and Dan I. Slobin, eds. *Studies of Child Language Development* New York: Holt, Rinehart and Winston, 1973

41 articles, most of which are reprinted; several papers appear translated into English for the first time

Flores d'Arcais, Giovanni B. and Willem J. M. Levelt, eds. *Advances in Psycholinguistics* Amsterdam: North-Holland, 1970

Original papers presented at the 1969 Bressanone Conference on Psycholinguistics, six papers on child language acquisition

Hayes, John R., ed. *Cognition and the Development of Language* New York: John Wiley, 1970

Nine papers from the 1968 Carnegie-Mellon University Symposium on Cognition; all but one discuss child language acquisition

Huxley, Renira and Elisabeth Ingram, eds. *Language Acquisition: Models and Methods* New York: Academic Press, 1971

15 original papers with discussion from a 1968 London study group on Mechanisms of Language Development

Jakobovits, Leon A. and Murray S. Miron, eds. *Readings in the Psychology of Language* Englewood Cliffs, N.J. Prentice-Hall, 1967

Includes seven reprinted articles that deal with child language acquisition

Lester, Mark, ed. *Readings in Applied Transformational Grammar* 2nd ed. New York: Holt, Rinehart and Winston, 1973

Reprinted articles, including three specifically

treating child language acquisition and several others that discuss the topic

Lyons, J and R J Wales, eds *Psycholinguistics Papers* Edinburgh Edinburgh University Press, 1966.

Five original papers from the 1966 Edinburgh Conference on Psycholinguistics, two of the papers are devoted to child language acquisition, includes discussion by conference participants

Marckwardt, Albert H, ed *Linguistics in School Programs* (National Society for the Study of Education Yearbook 69, Part 2.) Chicago National Society for the Study of Education, 1970.

Two of 10 original chapters summarize developments in child language research

Moore, Timothy E, ed *Cognitive Development and the Acquisition of Language* New York Academic Press, 1973

Revised versions of 12 papers presented at a 1971 conference on developmental psycholinguistics held at the State University of New York at Buffalo

Morton, John, ed *Biological and Social Factors in Psycholinguistics* London Logos Press, 1971

Original papers from a 1969 London symposium on Biological, Social and Linguistic Factors in Psycholinguistics, four of the papers are on child language acquisition

Ohnesorg, Karel, ed *Colloquium Paedolinguisticum* The Hague Mouton, 1972

27 original papers on child language from the First International Symposium of Paedolinguistics held at Brno, Czechoslovakia, in 1970, papers are in English, French, German, and Russian.

Oldfield, R C and J C Marshall, eds *Language Selected Readings* Baltimore Penguin Books, 1968

Reprinted articles, six of which discuss child language research.

Reed, Carroll E, ed. *The Learning of Language* New York Appleton-Century-Crofts, 1971

11 original papers, four of which deal specifically with child language, two others include discussion of this subject

Salzinger, Kurt and Suzanne Salzinger, eds *Research in Verbal Behavior and Some Neurophysiological Implications* New York Academic Press, 1967

Papers presented at a 1965 New York conference, three papers on child language in the section "Acquisition of Grammar and Meaning;" one paper on child language in "Neurophysiological Bases of Verbal Behavior "

Slobin, Dan I, ed *A Field Manual for Cross-Cultural Study of the Acquisition of Communicative Competence* Berkeley, Calif University of California/ASUC Bookstore, 1967

Guide to the investigation of psycho- and sociolinguistic aspects of child language acquisition, three parts. "Major Topics of Investigation," "Methodological Factors," and "Theoretical Considerations and Possible Subsidiary Studies "

Slobin, Dan I, ed *The Ontogenesis of Grammar A Theoretical Symposium* New York Academic Press, 1971

Seven original papers with reports of discussion from a 1965 meeting on child language held in Berkeley, California

Smith, Frank and George A. Miller, eds *The Genesis of Language A Psycholinguistic Approach* Cambridge, Mass MIT Press, 1966

Original papers from a 1965 Virginia conference on Language Development in Children, 14 papers with comments and discussion by conference participants

Zale, E M, ed *Proceedings of the Conference on Language and Language Behavior* New York Appleton-Century-Crofts, 1968

Revised versions of papers presented at a 1966 conference in Ann Arbor, Michigan, four papers from session on "First-Language Acquisition in Natural Setting," three papers from session on "Controlled Acquisition of First-Language Skills "

#### JOURNALS AND SERIAL PUBLICATIONS

For current and future research in child language acquisition, readers cannot rely solely on collections and anthologies but must consult the journals in which such studies first appear. To facilitate this, the following list of publications along with publishing information is provided. Each item has been a fruitful source of child language studies in the past or, in the case of new journals, promises to be useful in the future. Irregular serial publications not generally available, such as working papers, are not included.

- 1 *Anthropological Linguistics* Department of Anthropology, Indiana University, Bloomington, Indiana 47401
- 2 *British Journal of Educational Psychology* Methuen and Co, 11 New Fetter Lane, London, E.C 4, England
- 3 *British Journal of Psychology* Cambridge University Press, 32 East 57th St, New York, N Y. 10022
- 4 *Chicago Linguistic Society Papers from the Annual Regional Meeting*. Goodspeed 205, 1050 East 59th Street, Chicago, Ill 60637
- 5 *Child Language Newsletter* Center for Applied Linguistics, 1611 North Kent Street, Arlington, Va. 22209
- 6 *Child Language Newsletter* [British] c/o Colin Stork, The Language Centre, The

University, Sheffield S10 2TN, England

- 7 *Child Development*, and
- 8 *Child Development Abstracts and Bibliography* University of Chicago Press, 5801 Ellis Avenue, Chicago, Ill 60637
- 9 *Developmental Psychology* American Psychological Association, 1200 17th St., N W., Washington, D C. 20036
- 10 *Harvard Educational Review* Harvard University Graduate School of Education, Longfellow Hall, Cambridge, Mass. 02138
- 11 *International Journal of Psycholinguistics* Mouton and Co, P O. Box 1132, The Hague, Netherlands
- 12 *Journal of Abnormal and Social Psychology* American Psychological Association, 1200 17th St., N W, Washington, D C 20036
- 13 *Journal of Child Language* Cambridge University Press, 32 East 57th St, New York, N Y 10022
- 14 *Journal of Experimental Child Psychology* Academic Press, 111 Fifth Avenue, New York, N Y. 10003
- 15 *Journal of Experimental Psychology* American Psychological Association, 1200 17th St., N W, Washington, D C 20036
- 16 *Journal of Psycholinguistic Research* Plenum Publishing Corp., 227 W 17th St., New York, N Y 10011
- 17 *Journal of Speech and Hearing Disorders*, and
- 18 *Journal of Speech and Hearing Research* American Speech and Hearing Association, 9030 Old Georgetown Road, Washington, D C 20014.
- 19 *Journal of Verbal Learning and Verbal Behavior* Academic Press, 111 Fifth Ave., New York, N Y 10003
- 20 *Language* Linguistic Society of America, 1611 N Kent Street, Arlington, Va. 22209
- 21 *Language and Speech* Robert Draper Ltd, Kerbhan House, 85 Udney Park Rd., Teddington, Middlesex, England
- 22 *Language Learning* University of Michigan, 2001 North University Building, Ann Arbor, Mich 48104.
- 23 *Psychological Abstracts*, and
- 24 *Psychological Review* American Psychological Association, 1200 17th St, N W, Washington, D C 20036
- 25 *Science* American Association for the Advancement of Science, 1515 Massachusetts Avenue, N W, Washington, D C 20005
- 26 *Society for Research in Child Development Monographs* University of Chicago Press, 5801 Ellis Avenue, Chicago, Ill. 60637
- 27 *Word* International Linguistic Association, c/o Department of English, Clark University, Worcester, Mass. 01619.

The American Anthropological Association (AAA) will hold its 73rd Annual meeting in Mexico City on November 19-24, 1974. Of particular interest to linguists are the groups meeting in conjunction with AAA. CAL will sponsor several symposiums at the Inter-American Conference on Bilingual Education. (See related article p. 1 of this issue.) The 13th Conference on American Indian Languages will conduct sessions on Uto-Aztecan, Hokan, the Northwest, the West, Phonology (Roquoian), Algonquian and Siouan, and Latin America. Lexicography and applied linguistics, historical and comparative linguistics, synchronic linguistics, and semantics will comprise a four-part symposium on Mayan Linguistics. Face to face interaction will be the topic of two studies by the Society for the Anthropology of Visual Communication: (1) Verbal and (2) Nonverbal Behavior in its Sociocultural Context.

Sessions of interest in the general AAA program include: New Models of Cognition and Language and Their Relevance for Using Verbal Data in Fieldwork; Child Sociolinguistics: Discourse Structure and Selection Rules; Some Gut

Issues in the Sociolinguistics of American Education, Culture and Language; Present Research in Otomanguean Languages; Kinship Semantics in Asia; Nonverbal Communication; Sociolinguistics; and Linguistic Analysis: Native Languages of the Western Hemisphere.

Additional information and registration material may be obtained from: James E. Officer, Program Editor, American Anthropological Association, 1703 New Hampshire Avenue, N.W., Washington, D.C. 20009.

The Linguistic Society of America (LSA) will hold its second and third Golden Anniversary Symposia on November 8-9, 1974 and December 28-30, 1974. The theme of Symposium II is "American Indian Languages and American Linguistics." Scheduled topics and speakers include: "The Americanist Tradition," Dell Hymes; "Theoretical Linguistics in Relation to American Indian Communities," Kenneth Hale; "Boas, Sapir, and Bloomfield," Mary Haas; "Semantics in Americanist Studies," Charles Voegelin; "American Indian Linguistics in New Spain," Norman McQuown; and "Iroquois

and Maya: Categories of Grammatical Voice," Floyd Lounsbury. Wallace Chafe designed Symposium II.

Golden Anniversary Symposium III: The European Background of American Linguistics will be held December 27, 1974 in advance of the LSA Winter Meeting (see Meetings and Conferences, p. 13 of this issue). Topics to be covered include: The Past up to the Introduction of Neogrammarian Thought (Rosane Rocher); Linguistics as a Science in Europe and America (Rulon S. Wells); Aspirations, Organization, Achievement (Yakov Malkiel); A Detached View (E. M. Uhlenbeck); The Twentieth Century in European Linguistics: Movements and Continuity (Roman Jakobson). Henry Hoernigswald designed Symposium III.

The Golden Anniversary Symposia were commissioned by an LSA committee chaired by Einar Hauger. For further details on the above symposia write: LSA Secretariat, 1611 North Kent Street, Arlington, Virginia 22209.

The First French National Congress on Information and Documentation will be held December 4-6, 1974 in Paris, France. The congress is being organized by the Association Française des Documentalistes et Bibliothécaires Spécialisés and the Association National de la Recherche Technique and will be sponsored by the Bureau National de l'Information Scientifique et Technique. Its purpose is to bring together those involved with information science and technology for the purposes of examining the problems of collecting, processing, and disseminating information. Topics to be discussed include the organization of information networks, research in information science, and multilingual-systems. For further information write: Madame Favier, SOCFI, 7 rue Michel-Ange, 76016 Paris, France.

A Conference on Developmental Psycholinguistics and Communication Disorders, sponsored by the New York Academy of Sciences, will take place January 24-25, 1975 in New York City. The conference will be interdisciplinary in nature, covering the areas of anthropology, linguistics, philosophy, and psychology. For further information contact: Conference Department, The New York Academy of Sciences, 2 East 63rd Street, New York, New York 10021.

## COMMENT—from page 2

The situation which I am here describing with regard to native speakers of English is only somewhat less distressing in the case of Brazilians who have been sent to the United States for training: for most, that training consists of theoretic work based on languages other than Portuguese, and thus a considerable period of adaptation (including the learning of linguistic terminology in Portuguese!) is required before the new professor can get up a full head of steam

Similar staffing problems undoubtedly obtain elsewhere in the world: the training of linguists from U S institutions is simply not sufficiently germane to the characteristics of programs abroad, even though these programs offer a significant market for new talents. In Brazil, for example, there are at least five foreign-trained professors who earn from US \$15,000 to US \$20,000 or more. At this University, the initial salary exceeds US \$13,000 per year. But there are, seemingly, no fully trained candidates to occupy the positions.

My recommendation to the department chairmen, then, is to keep an eye on the job market abroad, and to train an adequate part of their students accordingly. This training should include, in addition to a high degree of real proficiency in one or more foreign languages, as advanced a command of the theory of those languages as can be mustered and imparted by the departments. This latter activity, if seriously engaged in by a reasonable number of universities, could well put an end to fears of young people that they may become unemployable in the United States if they "bury" themselves abroad.

I realize that we sometimes seem to have a glut of surveys, many with unreliable or outdated information, but it occurs to me, also, that the Center for Applied Linguistics might find someone to finance, modestly, the gathering of accurate information concerning job probabilities during the next five years or so in a number of "underdeveloped" areas of the world. Brazil, I think, would be a surprise in the resulting statistics.

*John W. Martin, Presidente  
Comissão de Pós-Graduação e Extensão*

## INTER-AMERICAN—from page 1

de Estudios Peruanos (Peru); G. K. Gooderham, Division of Indian and Northern Affairs (Canada); Dillon Platero, Navajo Division of Education (USA).

**Ila. Teaching the Second Language**  
Chairman: Gloria R. de Bravo Ahuja, Colegio de México. Speakers: Gloria de Bravo Ahuja (Mexico); Carmen Pérez, State University of New York at Albany (USA); Barnardo Vallejo, Instituto Nacional de Estudios Lingüísticos (Bolivia); and Wilga Rivers, Harvard University (USA).

**Iib. Teaching in the Mother Tongue**  
Chairman: Inés Pozzi-Escot, Centro de Lingüística Aplicada. Speakers: Teodoro Canulcimé, Centro Coordinador, Yucatan (Mexico); Anita Pfeiffer, University of New Mexico (USA); Consuelo Alfaro, Ministry of Education (Peru); Gloria Samora, Our Lady of the Lake College (USA); Javier Galicia Gómez, DGEEMI (Mexico).

**III. Development of Materials for Bilingual Education.** Chairman. Nancy Modiano, Instituto Nacional Indigenista. Speakers: Sarah C. Gudschinsky, Summer Institute of Linguistics (USA); Benjamin Perez, DGEEMI (Mexico); Inés Pozzi-Escot, Centro de Lingüística Aplicada (Peru); Eduardo Hernández-Chávez, Stanford University (USA); Xavier Albó, Instituto Nacional de Estudios Lingüísticos (Bolivia).

**IV. Personnel Problems in Bilingual Programs** Chairman: Evangelina Arana, Instituto Nacional Indigenista. Speakers: Enrique Mayer, Universidad Católica (Peru); George Blanco, University of Texas (USA); Alonso López Mar, DGEEMI (Mexico); Terrence Kaufman (Guatemala); Luz Valentínez, Centro de Integración Social (Mexico).

**V. Research in Bilingual Education. Recent Findings and Future Direction.** Chairman: Rudolph C. Troike, Center for Applied Linguistics. Speakers: Gary Parker, Centro de Lingüística Aplicada (Peru); Jorge Suárez, Universidad Nacional Autónoma de México; Nancy Modiano, Instituto Nacional Indigenista (Mexico); Gustavo González, University of California at Santa Barbara and Center for Applied Linguistics (USA); Christina Bratt Paulston, University of Pittsburgh (USA).

Bilingual education, or vernacular education as it is known in many countries, is one of the major education movements in the world today. In country after country, governments and educators are recognizing the right of linguistic minorities to equal

education. While the goals of bilingual instruction may vary from one country to another, the problems encountered in establishing criteria, developing materials, training teachers, and evaluating programs are much the same. There is a great need for the sharing of experience and knowledge among countries to avoid wasteful duplication of efforts and an equally urgent need for well-planned research as a basis upon which to build bilingual education programs. It is expected that this conference will serve to strengthen the much-needed network for international exchange of information in this field.

The conference proceedings, which will constitute a valuable state-of-the-art document on bilingual education in the Western Hemisphere, will be published and distributed widely in countries developing or planning to develop bilingual education programs.

For further details on the conference write: Diana Riehl, Center for Applied Linguistics, 1611 N. Kent Street, Arlington, Virginia 22209.

## new directories

*Academic Courses in Great Britain 1974/75, Relevant to the Teaching of English to Speakers of Other Languages* London, English-Teaching Information Centre, 1974. 66 pp. Free on request from: The British Council, State House, 63 High Holborn, London WC1R 4SZ, England.

This publication provides information on 59 courses of two academic years or less. Course content includes study in the teaching of English, linguistics, phonetics, and language and/or literature in 21 colleges and universities in England, Scotland, and Wales

For the first time, this edition contains a list of courses recognized by the Royal Society of Arts. These courses are run by institutions aided or maintained by local education authorities, and by certain private language schools which are recognized as efficient by the Department of Education and Science. Further information on such recognized schools and their general language courses can be obtained from their association, ARELS, 43 Russell Square, London WC1B 5DH, England.

Regular entries in the directory include descriptions of the content of the course, entrance qualifications, fees, and general information.

## Students Air Concerns About Linguistic Future

Students voiced concerns about the practical aspects of the future of linguistics at a CAL-sponsored meeting held during the summer meeting of the Linguistic Society of America (LSA) in Amherst, Massachusetts. Problems of both national and local concern were addressed.

Among topics of national concern are:

- The need for interdisciplinary action considering the dwindling sources for basic research in linguistics and other fields.

- The lack of public awareness of what linguistics is and what linguistics can do.

- Often complicated and secretive procedures for hiring linguists in colleges and universities.

- How and what linguists can contribute to solving problems involving language which are traditionally assigned to other disciplines has not been adequately researched and disseminated.

On many campuses the following problems are prevalent.

- Students are not counseled appropriately and/or early enough to be both good and employable as linguists.

- Many faculties are without any members who can or will do applied linguistics or interdisciplinary work, and students are discouraged from doing so.

- Linguistics departments often do not work seriously with other departments either on the level that would accommodate joint majors or on the level of trading courses for specific types of non-specialists.

- Internship programs for advanced students of linguistics to work in research and/or application seem less available than for students of other disciplines.

Of the approximately twenty students present, most were interested in increasing employment options for future linguists, but not at the expense of their graduate training in traditional linguistic matters. The students were not preselected as representatives but did represent a fairly wide sample in terms of geography and type of institution. To include more students in such discussions, another meeting (perhaps more structured and solution-oriented) may be held during the LSA winter meetings in New York. Those who have comments on agenda, structure, or particular areas of concern are urged to contact Peg Griffin, Center for Applied Linguistics, 1611 North Kent Street, Arlington, Virginia 22209.

progressing very rapidly, with more than a thousand pages of text already collected and transcribed; (3) Students and professional linguists have been preparing summaries of grammatical data collected over the past three years. These are now being reorganized and grammars for the first three languages ought to be ready for publication early next year.

As well, students have begun to develop small projects within their own communities on their own time, such as production of basic literacy primers, reading materials, and newspapers or "magazines." Some of these materials were employed in literacy classes which the students organized in these towns.

The second phase of the LDP, begun in December of 1973, is now getting underway. Phase II deals with an additional seven languages: Acateco, Aguacateco, Chuj, Kanjobal, Kekchi, Pocomchi, and Tzutujil (representing about one million speakers). An additional 25 native speakers, representing 13 towns, are being trained. These students—who have now finished their first technical course—will be involved over the next six months in compiling bilingual dictionaries of their languages.

A significant change from Phase I is the way in which Indian students were selected for this second phase. An Indian who had worked with the PLFM for a year in

another capacity was put in charge of this procedure as Student Coordinator. He spent six months travelling to the various towns looking for and screening possible candidates. In almost all cases, his work represented the PLFM's initial contact with these communities. Whenever possible, he was accompanied and assisted by students from Phase I. These Indians, the only PLFM staff members who visited such communities, were completely responsible for explaining the PLFM's work to local leaders, interviewing candidates, and selecting those who were qualified by their community values, leadership qualities, and interest to participate in the LDP.

The third phase of the LDP is projected to begin in late 1975. It will involve 40 to 50 more students and an additional five to seven languages (another half-million speakers). The work for this phase has already been initiated and additional professional linguists are being recruited to act as teachers/advisors for the third phase. (See *LR* 16:7.)

Some of the major accomplishments of the LDP thus far center around the Indian students' accomplishments: their community-focused activities, as well as work aimed at a wider audience. An example of the latter is a paper, "La Aplicación de la Lingüística en el Desarrollo de una Comunidad Indígena" (The Application of Linguistics in the Development of an Indian Community) which was delivered by two Cakchiquel students before the

American Anthropological Association.

Another major accomplishment has been the increasing recognition by government officials of the importance of using Indian languages to communicate essential information. For the first time in its history, the Ministry of Education plans to publish conservation pamphlets in Cakchiquel, Quiche, Mam and Kekchi, as part of an intensive campaign of education about natural resources and the dangers of rapid deforestation of the highlands area.

Other linguistic activities of the Proyecto Lingüístico Francisco Marroquín deal with technical research, which involves detailed investigation of every Indian community in Guatemala to establish the extent of mutual intelligibility, determine the boundaries of "language zones," develop alphabets for each zone, and to revise the current linguistic map of Guatemala. The Proyecto also is in the process of developing a library of materials written in and about Guatemalan languages and will soon start a publications program to make their materials available.

The long range goal of the linguists now associated with the PLFM is the eventual assumption of complete control of the PLFM by Indian technicians. To this end, Indians are being trained in management skills as well as linguistics. In the future, it will be the Indians of Guatemala who provide linguistic information and solve linguistic problems for their own communities.

## Seminar on Teaching English Reading

The Regional English Centre (RELC), Singapore, was recently the site of a Seminar and Workshop dealing with the problems of the teaching of reading in English as a second or foreign language. From July 23–27, over 300 English teachers from SEAMEO (Southeast Asian Ministers of Education Organization) countries, in addition to English-teaching specialists from the U.S., Britain, and Commonwealth countries, listened to papers and participated in discussions of relevance to reading. Attention was focused on the following areas: (1) The educational role and cultural orientation of English reading material; (2) Methods of teaching reading in a second or foreign language, with special attention being paid to the post-beginner stages and development of motivation in the learner towards reading on a wider scale; (3) Reading English "for special purposes" such as science and technology; (4) The testing of reading ability in a second or foreign language; (5) Possibilities in the

general field of self-instructional English reading programs and innovative materials for developing the reading skill.

Following the above Seminar, approximately 100 participants took part in a two-day workshop in the Development of Reading Ability, cosponsored by RELC and the International Reading Association. The small discussion groups considered such topics as the teaching of beginning reading, teaching reading and ESOL on beginning and intermediate levels, the Cloze procedure as a teaching and testing device, reading in foreign language learning, and the development of the reading habit. American participants in the workshop were David P. Harris (Georgetown University), Constance M. McCullough (San Francisco State University), and Ralph L. Staiger (IRA).

For further information write: SEAMEO Regional English Language Center, 30 Orange Grove Road, Singapore, 10, Republic of Singapore.

## NIE—from page 7

development of Certain Language Skills " July 1, 1974–June 30, 1976 \$80,000

Joyce Weil Yeshiva University "Contextual Variation in Linguistic Performance" September 1, 1974–August 31, 1975 \$24,641

Morton Wiener Clark University, Mass "Complexity in Auditory and Graphic Language." July 1, 1974–June 30, 1977 \$35,000

L. Wendell Rivers University of Missouri. "Validation of Black Children's Language Responses on a Standardized Test of Intelligence" July 1, 1974–June 30, 1976 \$24,356.

Oswald Werner The Navajo Tribe, Arizona "Social, Community, and Educational Obstacles to the Strengthening of Navajo Education" July 1, 1974–June 30, 1976 \$70,088.

Walter Wolfram Center for Applied Linguistics "Sociolinguistic Variables in Appalachian Dialects and Their Effect upon Evaluation of Children's Reading" September 1, 1974–August 31, 1975 \$60,000

## Aymara Language Materials Project

The Aymara Language Materials Project, initiated in 1969, concentrates on simultaneously providing a culturally accurate set of materials for learning the Aymara language and serving as an introduction to Aymara culture. (Aymara is the native language of more than one million people, most of whom are residents of Bolivia and Peru.) The project is directed by M. J. Hardman-de-Bautista (University of Florida).

Since its inception, the project has concentrated mainly on the development of language materials and has thus far produced a set of materials consisting of: (1) three volumes of printed materials—a student manual, a teacher's manual, and a reference grammar, (2) 70 hours of accompanying tapes; and (3) a concordance glossary. The student manual contains no grammatical explanations or other commentary. These are found in the teacher's manual, which covers much of the grammatical material normally included in a beginning textbook, thus making it valuable

for the student as well as the teacher. The final volume or reference grammar may be used either in conjunction with the teaching materials or alone, and it is here that detailed descriptions of the forms being learned throughout the course are presented. The glossary contains three complete concordances by words, roots, and suffixes. Because of the co-authorship of native speakers and linguists, all of these language materials are culturally accurate in terms of the everyday situation in Aymara communities and are accepted by these communities as valid teaching materials for language and culture.

Courses using the materials developed by the project have been conducted at the University of Florida, the University of Pittsburgh, and in various Aymara communities throughout Bolivia and Peru. To obtain these materials or further information on the project write: M. J. Hardman-de-Bautista, Department of Anthropology, University of Florida, Gainesville, Florida 32611

index guide cards.

Topics within the journal's scope include formal grammars; computation on linguistic structures, including statistical studies of linguistic phenomena and the theory and practice of syntactic recognition and semantic interpretation for natural and artificial languages; speech production and perception; language design; linguistic aspects of information storage, retrieval, and analysis; translation, e.g. computational aids to the human translator and lexicographer, experiments in automatic translation of natural languages, and translation of programming languages; education, e.g. computational and other aids to the teaching of reading, foreign languages, and linguistics; natural language processing in computer-aided instruction; and literary processing. Contributions are welcome.

*Ethnicity. Published by Academic Press Quarterly. First issue April 1974. Editor Andrew M Greeley. Subscriptions \$25.00. Editorial correspondence to: Andrew M Greeley, Director, Center for the Study of American Pluralism, University of Chicago, Chicago, Illinois 60637. Subscription correspondence to: Academic Press, Inc., 111 Fifth Avenue, New York, New York 10003.*

Broadly defining ethnicity as a diversity that arises because of race, religion, nationality, language, and geography, this journal seeks to promote understanding of how various diverse social groups interact. The first issue contains a collection of papers which were originally presented at a conference on ethnicity sponsored by the American Academy of Arts and Sciences in the fall of 1972.

Articles dealing with empirical studies of worldwide ethnic diversity and integration are welcomed. A note from the editor cautions contributors that content for the first volume is nearly complete.

*Recherches Linguistiques a Montréal/ Montreal Working Papers in Linguistics. Published with the support of McGill University, the University of Montreal, and the University of Quebec at Montreal. First issue March 1974. Editors: Henrietta Cedergren, David Lightfoot, and Yves Charles Morin. Subscription: available on an exchange basis only. All correspondence to David Lightfoot, Linguistics Department, McGill University, Montreal, Quebec, Canada.*

Articles appear in both French and English. Designed to facilitate communication among Canadian scholars working

## new journals

*Brain and Language. Published by Academic Press Quarterly. First issue: January 1974. Editor: Harry A Whitaker. Subscriptions \$30.00. Editorial correspondence to either Harry A Whitaker, Department of Psychology, University of Rochester, Rochester, New York 14627 or Alan B Rubens, Aphasia Center, Hennepin County Hospital, 5th and Portland South, Minneapolis, Minnesota 55415. Subscription correspondence to: Academic Press, Inc., 111 Fifth Avenue, New York, New York 10003.*

*Brain and Language* contains international contributions from a variety of disciplines: neurology, linguistics, psychiatry, neurophysiology, psychology, neuroanatomy, speech pathology, neurosurgery, audiology, physiological psychology, and related areas. Papers are concerned with human language or communication related to any aspect of the brain or its function. The journal publishes original research articles, case histories, critical reviews, and scholarly notes which have theoretical import—either formulating new hypotheses or supporting or refuting established ones. Book reviews which not only summarize content but make a

scholarly contribution in their own right are also welcomed.

*American Journal of Computational Linguistics. Published by the Association for Computational Linguistics under a grant from the National Science Foundation. Quarterly. First issue September 1974. Editor David G Hays. Subscription. Available with ACL membership (\$10.00 individual, \$25.00 institutional). Editorial correspondence to David G. Hays, Twin Willows, Wanakah, New York 14075. Subscription correspondence to: A Hood Roberts, Secretary-Treasurer, Association for Computational Linguistics, 1611 North Kent Street, Arlington, Virginia 22209.*

This is the first journal to be published solely in microfiche form. It is issued on 4" x 6" units, consisting of index cards and/or microfiche. For each original contribution, review, bibliography, or survey, two units are supplied—an index card containing a summary and a microfiche containing the full text, illustrations, etc. Abstracts, announcements, advertisements, and resources also appear on cards. A cumulative cross-referenced index of articles by key phrases will be issued annually on

in the areas of linguistic theory and transformational grammar as well as disseminate information on such linguistic research to outside scholars. The first issue contains articles on intermediacy in syntax, phonetic vs. phonological rules, phonological development, and inferences and interpretation of natural language sentences. Contributions are primarily accepted from linguists working in the Montreal area, but outside papers will be accepted if they have been presented as talks at one of the three sponsoring universities.

*Reviews in Anthropology. Published by the Redgrave Information Resources Corporation. Quarterly Editors Gretel H Pelto and Pertti J Pelto. Subscriptions: \$12.00 individual, \$20.00 institutions. Editorial correspondence to either Gretel H Pelto or Pertti J Pelto, Reviews in Anthropology, University of Connecticut, Box U-58, Storrs, Connecticut 06268. Subscription correspondence to the Redgrave Information Resources Corp., 53 Wilton Road, Westport, Connecticut 06880.*

This new journal contains critical, evaluative reviews of professional monographs, books, and papers for use by researchers and theorists; reviews of textbooks and readers; and reviews of trade publications in the subfields of anthropology and directly related areas of the social and behavioral sciences. The first issue reviews works published late in 1972 and 1973. Later issues will include reviews of publications within five to seven months after their release.

*Reviews in Anthropology* is guided and edited by a group of professional anthropologists engaged in scholarly research, writing, and teaching.

*American Indian Higher Education Consortium Newsletter. Published by the American Indian Higher Education Consortium Monthly. First issue June 1974. Editors Barbara Walkingstick and Richard Nichols. Subscription: free. All correspondence to American Indian Higher Education Consortium, 1657 Pennsylvania, Denver, Colorado 80203.*

Primarily intended for those involved with American Indian higher education, but also contains articles relevant to teachers at other levels. Provides information on grants to minority students, workshops, recent legislation affecting the status of Indian education, etc. as well as discussions of teacher accreditation and curriculum development. Readers are invited to contribute announcements and special articles.

## RELC AND CLI HOLD SUMMER SEMINAR

The Regional English Language Centre (RELC), Singapore, of the Southeast Asian Ministers of Education Organization, and the Culture Learning Institute (CLI) of the East-West Center, Honolulu, cosponsored an intensive summer seminar and workshop. Held August 10-September 30, 1974 in Honolulu, the seminar focused on sociolinguistic theory and research methods. Program participants included the principal investigators of a joint RELC-CLI Southeast Asian language study. The study is a sociolinguistic survey of Southeast Asia which will collect data on languages and language varieties spoken in the eight SEAMEO member nations. It is undertaken to assist local governments and schools in language planning and teaching.

The workshop was coordinated by I.W.J. Nababan of RELC and Karen Ann Watson of CLI, the codirectors of the survey project. Sample topics included sociolinguistic concepts, language acquisition and conceptual fluidity, methodology of survey research in sociolinguistics, language education and materials development, and nonverbal communication research.

## ACLS GRANTS

The American Council of Learned Societies (ACLS) has awarded 85 fellowships for postdoctoral research in the humanities and related social sciences for periods of six months to one year. Three linguists who received fellowships were Franklin C. Southworth (University of Pennsylvania) Linguistic archaeology of the West Coast of India; Susan M. Steele (University of New Mexico) Tense, aspect, and modality in Uto-Aztecan; John U. Wolff (Cornell University) The Indonesian language in its social setting.

ACLS also has awarded 101 grants-in-aid for postdoctoral research in the humanities and related social sciences. The linguist recipients were Mary J. Carruthers (Case Western Reserve University) 14th and 15th century grammatical works in English; Ray Cordell Dougherty (New York University) Peirce and Lovejoy on the history of linguistic methodology; Charles O. Frake (Stanford University) Language and ethnic identity; Andreas Koutsoudas (Indiana University) The application and ordering of grammatical rules; Counter-feeding order; La Raw Maran (Indiana University) A linguistic study of Jinghpaw-Kachin; Raoul N. Smith (Northwestern University) Late 18th and early 19th century manuscripts written in phonetic transcription by Jonathan Fisher; Edward F. Tuttle (University of California, Los Angeles) Consonantal weakening in Italo-Romance.

## book notices

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

The editors propose "to present evidence documenting the existence of a level of rule-governed verbal behavior which goes beyond the linguists' grammar to relate social and linguistic constraints on speech, to illustrate the type of data that must be collected for its analysis, and the elicitation methods by which it can be gathered." The concepts and techniques presented in the volume are drawn from linguistics, ethnography, sociology, dialectology, psychology, componential analysis, ethnoscience, paralinguistics and kinesics, folklore, ethnomethodology, and stylistics.

The book begins with an introduction by Gumperz relating the interactional approach to language (which he describes as the unifying theme of the book) to past and present theories and fieldwork practice. The main body of the book consists of 19 studies arranged in three divisions. The first, "Ethnographic Description and Explanation," is concerned primarily with the place of speech patterns in the nexus of the cultural or social institution in which they occur. The second, "Discovering Structure in Speech," focuses on discovery and descriptive methods used in current sociolinguistic analysis. Finally, "Genesis, Maintenance, and Change of Linguistic Codes" deals with variance in linguistic codes in terms of the factors mentioned in the title.

Discussion and explanation by the editors appears in the "Plan of the Book," which relates the individual contributions to the volume as a whole. In addition, the notes preceding each chapter indicate the significance of that particular chapter and list additional background readings. Two appendices contain an extensive background reading list and an "Outline Guide for the Ethnographic Study of Speech Use" by Joel Sherzer and Regna Darnell. There is also a lengthy general bibliography listing all references cited, and name and subject indexes.

*Tongues of Men and Angels: The Religious Language of Pentecostalism, by William J. Samarin. New York, Macmillan, 1972. xv, 277 pp. \$7.95.*

The author examines the use of glossolalia, "speaking in tongues," a form of religious incantation, long used by the Pentecostals, which is considered comprehensible only with divine interpretation. The data were gathered at Pentecostal meetings in Europe and America. Questionnaires were also sent out to glossolalists all over the world.

The book presents both a psychological and a sociological explanation of the use of glossolalia. Why should a person who has already acquired his normal language use this abnormal system in prayer? How is it acquired? What are the social constraints, if any, on its use? The author's

answers are based on observations of speakers of a wide variety of languages (e.g., Russian, Dutch, Italian, Finnish, English)

The book is written in a nontechnical style, but its content should be of interest to psychologists, sociologists, anthropologists, and linguists. Three appendices are included, giving the questionnaire used to gather data and the users' observations on it, the testimony of a glossolalist, and an actual example of glossolalia. An extensive bibliography is also appended.

**Black English: Its History and Usage in the United States**, by J. L. Dillard. New York, Random House, 1972. xiv, 361 pp. \$10.00

The central hypothesis of this text is that Black English developed from a creole predecessor which in a number of ways is related to other creole languages still used in the New World. Dillard's description, which offers the most comprehensive treatment of the historical development of Black English in the United States to date, is, of course, quite in contrast with the theory that Black English is simply a Southern variety of American English which derived basically from a British dialect. According to Dillard, there was a period of several hundred years in which at least three groups of slaves could be identified with respect to their language patterns: (1) those who learned English from their masters, (2) the mass of native-born field workers who spoke Plantation Creole, and (3) the recent imports from Africa, some of whom spoke Pidgin English and others who faced a difficult language learning problem. Although many of the original creole features have been eliminated in the process of "decreolization," the process was neither instantaneous nor complete. Hence, present-day Black English still has a number of vestiges from its creole past.

The primary evidence for the creole source of Black English is found in literary attestations of Black speech during the early settlement of the United States. Dillard makes a detailed search of literary works to demonstrate that early American writers—many of whom were linguistically quite faithful in their recording—considered Blacks to talk quite differently from whites. But it must be noted that this is a historian's history rather than a linguist's history. The emphasis is on reconstructing historical developments and contacts rather than linguistic forms as such, and the historical linguist looking for the systematic reconstruction of proto-forms would be disappointed.

The theory that Black English is derived from a creole base has a number of descriptive and applied consequences. With respect to the descriptive parameter, the author concludes that Black English is considerably more diverse from Standard English than any other nonstandard variety of American English. Many of the features of grammar which appear to be simple correspondences of Standard English turn out, in Dillard's analysis, to be reflections of consequential differences. This is particularly true of the verb system, which is reported to have an aspectual system quite unlike Standard English. On a practical level, the conclusion that Black

English is considerably more diverse than other nonstandard dialects has important implications for the educational system, including the possibility of using some of the same methods employed in TESOL for the teaching of Standard English, and the possibility of using vernacular reading materials in the initial stages of learning how to read.

**Symbol Sourcebook: An Authoritative Guide to International Graphic Symbols**, by Henry Dreyfuss. New York, McGraw-Hill, 1972. 292 pp. \$28.50

The author has compiled a "dictionary" of graphic symbols which can be used to communicate many concepts crossculturally. He views the book as a first step towards a system of standardized, universally understandable graphic symbols designed to alleviate the confusion caused by the usage of six or more symbols to convey the same message.

The symbols in this book were collected and codified on the basis of their actual usage throughout the world. The information is cross-referenced in several ways in order to facilitate its use. The table of contents, with its listing of section titles and discipline areas, is given in 18 different languages. Basic symbols upon which more complex ones are built are explained separately. The main portion of the book is arranged by discipline (e.g., travel, folklore, geography, communications). The meanings of each of the colors in different cultures is given, and symbols are arranged by graphic form. A complete entry and subject index is given, and an extensive bibliography is appended.

**Shepherd's Glossary of Graphic Signs and Symbols**, compiled and classified by Walter Shepherd. New York, Dover Publications, 1971. x, 597 pp. \$15.00

This book is primarily aimed at those desiring to become educated in subjects which require a great deal of technical reading. The author covers a wide variety of meaningful marks found in writing, diagrams, and display devices, including alphabets, accents, technical signs, insignia, shading, and ornaments. Lists of internationally agreed standard symbols are given. If a particular class of sign is too large to reproduce in its entirety, several typical examples are used for the purpose of illustration. Approximately 5000 distinct forms with over 7000 meanings are presented in the glossary.

The organization of the glossary allows the reader to find the meaning of the sign from its form alone without knowing what subject it relates to. Seventeen separate indexes of alphabetically listed meanings in specialized subjects (e.g., chemistry, music, math, engineering) are included along with full indexes for eight alphabets.

**Word Play**, by Peter Farb. New York, Alfred A. Knopf, 1974. xiv, 350 pp. \$8.95

The author has attempted to present the question of language as a strategic behavior medium in human groups. He shows how different cul-

tures used language in greeting, riddles, verbal dueling, and play. The overall framework of the book focuses on human beings in interaction with other humans, drawing on the multiple strategies made available to them through the mediation of language. Of particular interest is the section entitled "linguistic chauvinism" which discusses how the power and values of the male are coded in the languages of the world.

The author also discusses such topics as the Sapir-Whorf hypothesis, differential categorization, language acquisition by young children, linguistic analysis, linguistic change, and the emotionally charged issue of artificial and/or international language(s). The book is full of interesting information and requires no prior knowledge of language research in order to be enjoyed.

**Modern Theories of Language**, by Philip W. Davis. Englewood Cliffs, N.J., Prentice-Hall, 1973. xi, 404 pp. \$12.95

This book is devoted to a detailed investigation of nine 20th-century theories of language: those of de Saussure, Hjelmslev, and Bloomfield, as well as post-Bloomfieldian theory, tagmemetic theory, Prague School theory, Firthian linguistics, stratificational grammar, and transformational generative grammar. The author attempts an objective presentation of the essential characteristics of each theory, and the evaluation is left to the reader who is assumed to have some knowledge of what linguistics is about. Discussion of the theories is developed from and illustrated by representative pieces of language data. General principles of scientific methodology are presented and the discussion ordered to that framework. A summary and additional readings are given at the conclusion of each chapter, and an extensive bibliography and index appear at the end of the book.

**Language Training in Early Childhood Education**, edited by Celia Stendler Lavatelli. Champaign, Ill., University of Illinois Press for the ERIC Clearinghouse on Early Childhood Education, 1971. x, 185 pp. \$4

The purpose of this book is to make readers, especially teachers, more conscious of language processes and of the components of teacher-child interactions that affect language acquisition. The papers are devoted to the theory and practice of language training derived from current psycholinguistic thought. Part I contains the following papers: "Language Research and Preschool Language Training," by Donald Moore; "On the Heterogeneity of Psychological Processes in Syntactic Development," by Wilbur Haas; and "Language of the Disadvantaged: The Distancing Hypothesis," by Irving Siegel. Part II contains "A Tutorial Language Program for Disadvantaged Infants," by Genevieve Painter; "A Systematized Approach to the Tucson Method of Language Teaching," by Celia Lavatelli; and "Language Programs for Young Children: Notes from England and Wales," by Courtney Cazden. Part III papers are: "Some Language Comprehension Tests," by Ursula

Bellugi-Klima, and "Elicited Imitation as a Research Tool in Developmental Psycholinguistics," by Daniel Slobin and Charles Welsh

*A First Language: The Early Stages*, by Roger Brown Cambridge, Mass. Harvard University Press, 1973 xx, 437 pp \$15 00

In this book, Brown describes in detail the first two stages of language development based on a longitudinal study of three children (Adam, Eve and Sarah) begun in 1962. He outlines five stages of development in all; the latter three will be discussed in a forthcoming second volume. Experimental and observational data from a variety of other language acquisition studies are incorporated in this volume, and lead to the general conclusions that the order of progression in all first language learning is largely invariant while the rate of progression will vary radically among children.

The first stage of development discussed is that of 'Semantic Roles and Grammatical Relations'. The order and identity of semantic operations and relations is probably universal, although not innate, and includes naming, negation, agent-action-object roles, location, possession, and attribution. The second stage, 'Grammatical Morphemes and the Modulation of Meaning', includes the acquisition of noun and verb inflections, articles, spatial prepositions, and copula and auxiliary *be* forms.

The problem of variability is at least treated briefly with William Labov's work with variable rules and Black English related to child language phenomena. Brown's approach to this area and his identification of some of the many questions yet to be investigated provide both impetus and guidelines for further research.

*Aphasia Theory and Therapy: Selected Lectures and Papers of Hildred Schuell*, edited by Luther F Sies Baltimore, Md. University Park Press, 1974 xvii, 300 pp \$14 50

This book presents a large part of the work of Dr. Hildred Schuell, a well-known specialist on language disorders. Much work appears for the first time in this volume. The introduction gives a rudimentary explanation of why aphasia should be studied. The publication contains five lectures by Schuell outlining a theoretical framework for aphasia, what its symptoms are, how it may be diagnosed, and its possible prognoses and treatment. Papers discuss some actual case histories, auditory impairment in aphasia, the nature of aphasic language deficits, and a short examination of aphasia.

A long list of selected readings is given. The appendix lists the characteristics and prognoses of different kinds of aphasia. An index of names and another of subjects are included.

*Language of the Mentally Retarded*, edited by Richard L Schiefelbusch (NICHD—Mental Retardation Research Centers Series, 1) Baltimore, Md. University Park Press, 1972 xxii, 252 pp \$12 50

The present publication constitutes the proceedings of a conference held at the University of Kansas Bureau of Child Research

from February 16–18, 1970. A total of 13 papers cover such areas as psycholinguistic approaches to language and language development, language training, approaches to the description and delineation of defective speech, and experimental procedures. The study was designed as a comprehensive reference on the linguistic problems of the mentally retarded. There are some new theories presented for the first time as well as some previously unpublished material on language acquisition, social variables affecting the speech of speaker and listener, and physiological features of defective language.

It is clear from the papers presented here that every facet of language (syntax, semantics, phonology, morphology, word class, etc.) is affected when a person suffers from some form of mental retardation. It is also interesting to note the social connotations of such distorted language. Many controversial issues are raised, such as whether or not some children have deficits in surface structures or whether preschool ghetto children should be treated by behavior modification.

*Language Intervention with the Retarded: Developing Strategies*, edited by J E McLean, D E Yoder and R L Schiefelbusch Baltimore, Md. University Park Press, 1972 x, 270 pp \$11 50

In this volume of 12 papers a systematic, analytic approach to dealing with the speech and language development of the mentally retarded is introduced. The tools of psycholinguistics and operant conditioning are seen as useful in instruction situations. The process by which normal children acquire language is analyzed as a basis of comparison. It is necessary—a knowledge of linguistics is extremely helpful—to be able to identify what exactly is a speech disorder. Once this is determined, then programs for clinical treatment can be set up. The goals of such a program must be both functional and attainable. It is appropriate, then, that the book be divided in two parts: first, assessing and identifying appropriate goals and, secondly, treatment procedures to attain these goals.

*A Language Program for the Nonlanguage Child*, by Burl Gray and Bruce Ryan Champaign, Ill. Research Press, 1973 181 pp \$5 95

This book is written for students, teachers, clinicians, and researchers. It is the authors' contention that no matter what label is assigned to the fact of nonperformance (autistic, receptive aphasic, dysphasic, language delayed, brain damaged, hard of hearing, etc.), the teaching job is still the same: the language teacher must change the child's code-sending performance. The first chapter of the book presents a behavioral description of the critical concepts involved in language training and puts forth the authors' basic teaching strategy, that of programmed conditioning. Chapters 2 and 3 elaborate upon the basic structure of programmed conditioning and develop a total language training strategy, including a detailed description of the entire teaching protocol. In chapter 4, the authors present their results using

programmed conditioning over a period of eight years with a cross section of language disorders. Chapter 5 is devoted to a discussion of language acquisition, based on a behavioral model.

*Anthropology and Language Science in Educational Development*, (Educational Studies and Documents, No 11) Paris UNESCO, 1973 58 pp \$1 50

In June and July, 1971, two advisory groups met at UNESCO to discuss means of improving education curriculum planning. This publication contains the 13 papers presented at those meetings. Central to the problems under consideration was how sociocultural and linguistic research could be adapted to the classroom curriculum.

The first meeting—on the contribution of anthropology and sociolinguistics to education—provided definitions of those two fields, how they may be applied to the planning of materials, and introduced new methods based thereon. The second meeting covered the importance of the mother tongue in multilingual situations, the roles of different languages in various cultural settings, and emphasized the need for national language planning policies to meet the problems faced by education. Concrete illustrations of sociocultural and linguistic problems are described, and the solutions offered by these disciplines are explored.

*Chamorro Reference Grammar*, by Donald M Topping (PALI Language Texts, Micronesia) Honolulu, University Press of Hawaii, 1973 301 pp \$6

The author justifies the compilation of this grammar as an addition to earlier ones on three counts. (1) It includes new data. (2) It offers a different interpretation of some of the data based upon more recent linguistic concepts. (3) It is written primarily to help Chamorro speakers learn something of the complexities of their language.

The book is divided into three sections. The first describes the Chamorro sound system, the second deals with Chamorro morphology, and the third covers its syntax. Each section includes a discussion of the relevant elements of Chamorroized Spanish. Throughout the text can be found "notes to linguists" who may be interested in Chamorro grammar. A glossary of linguistic terms and a bibliography are appended.

*Nukuoro Lexicon*, by Vern Carroll and Tobias Soulik (PALI Language Texts, Polynesia) Honolulu, University Press of Hawaii, 1973 xxvi, 833 pp \$20 00

The authors compiled this lexicon in an attempt to help school children standardize their spelling of Nukuoro, a Polynesian language, and to learn to express themselves better in English. To this end, there is a root list where all forms derived from a single root are listed together. Foreign loan words, newly coined words, and names of people and places have been omitted.

Preceding the main text are the following explanatory aids: a key to the orthography, an

explanation of the format of the entries and root list, an interpretation of the codes, and a list of abbreviations. There are 10 appendices which give information on how to interpret affixes, reduplication, minor morphemes, pronouns, location words, irregular paradigms and writing conventions. A brief bibliography (all that is known to have been written on Nukuoro) is included.

*Problèmes de l'analyse textuelle/Problems of Textual Analysis*, edited by Pierre R Léon, Henri Mitterand, Peter Nesselroth and Pierre Robert Philadelphia, Center for Curriculum Development, 1971 viii, 199 pp \$8 00

A collection of 17 papers presented at a conference held in 1970 at the University of Toronto. The volume is divided into four sections: Elements of Textual Analysis, Denotation and Connotation, Theories and Methods, and The Analysis of Literary Discourse. Topics covered include morphosyntax and stylistics, uses of grammar in poetic analysis, semiotic and literary analysis, stylistic analysis of the literary image, and discontinuity and communication in literature. A number of the papers are followed by the contents of a discussion which occurred after the paper was presented.

*Cahier de Linguistique*, no. 3, edited by Gilles Fauconnier Alan J Ford and Léla Picabia Montreal, Les presses de l'Université du Québec, 1973 145 pp \$4 00

This is the third in a series of papers on various problems in linguistics. There are six papers, all in French, covering several different topics. The first considers the formalisms of generative semantics, while the second takes an interpretive semantics look at nominalizations. A summary of previous work and some new ideas on constituent analysis is presented in the third paper. This is followed by a discussion of the pragmatics of implicative and factive verbs. The last two papers are more sociolinguistic in nature, discussing linguistic diversity in Martinique and analyzing final consonant cluster simplification in Montreal French, respectively. Each article has its own bibliography.

The English Department at the University of Utah has an opening for a one-year position in English linguistics. Primarily interested in applicants whose specialization is historical linguistics but those with specialization in sociolinguistics (including Black English) may be considered. Duties will include teaching basic courses in English syntax and phonology. Send vita to Milton Voigt, Chairman, English Department, University of Utah, Salt Lake City, Utah 84112

*The Sentence Structure of Japanese: Viewed in the Light of Dialectology*, by Yoichi Fujiwara Honolulu, University Press of Hawaii, 1973 xvii, 157 pp \$8

It is the author's hope that his methodology and system of analysis will prove useful to Western linguists interested in contemporary Indo-European languages as well as to those specializing in Japanese. [Fujiwara's basic analysis of language is that it is of a dual nature, consisting of meaning (grammar, phonetics, and vocabulary), and utterance (grammar, phonetics, and oral vocabulary).] He focuses on sets of sentences as the medium of language expression and draws his examples from various social and geographic strata. Dialect data are presented and analyzed in Part I of the book, and a set of dialect rules is derived from the examples. In Part II these dialect rules are generalized into a grammatical modal for Japanese, which is, in turn, generalized into a comprehensive communication modal in Part III. Although the author makes the same competence vs. performance, surface vs. underlying structure distinctions as Chomsky, syntax is relegated to a restricted role. An index and a classified bibliography of Japanese dialect studies are appended.

*Manual for Reading Japanese*, by Dale P Crowley (Pacific and Asian Linguistics Institute Language Texts) Honolulu, University of Hawaii Press, 1974 xxxvi, 583 pp \$7 50

The basic premise of this reference manual is that every student of Japanese should have immediate access to information regarding the relative importance of the characters or character compounds used to represent the language as well as to all the most pertinent facts about each character. The author feels he achieves this goal by listing each character on a separate page, by ordering the pages according to the frequency rank order of characters (as based on a study conducted by Japan's National Language Research Institute), and by including descriptive facts on the environments in which a specific character occurs and on how it is used to represent spoken forms. Where applicable, characters that exemplify certain identical orthographical elements and are used to represent the same homophonous morpheme are listed at the top of each page. The basic section of the manual is followed by a section presenting the Romanized version of all the phrases and sentences included in the basic section. Appended is an index of characters and a list of recommended character changes issued in 1971 by the Japanese Language Council of the Japanese Ministry of Education.

*Etc., problèmes de français écrit*, by Rollin Cochrane Englewood Cliffs, N.J., Prentice-Hall, 1973, x, 261 pp \$6.95

Designed for the student who already knows a good deal of French, this book covers some of the concepts and structures of French grammar which may give students difficulty. These include the subjunctive, quantity, *de plus* an adjective, present participles, inversion, and *en* or *au* with

the name of a country. All discussions are given in French, and each lesson has a set of exercises which allows the student to test his assimilation of the structures or concepts presented in the lesson. Since the book does not provide answers for these exercises, it is assumed that the student will use this book in a classroom with the teacher assigning each lesson either for review or for discussion in class.

## SSRC Grant Awards

The Social Science Research Council (SSRC) awarded nearly 80 research grants and fellowships between January and June 1974. Of these, 10 were awarded for research in linguistics and related areas. Listed below are the institution, investigator, country or countries where such research is taking place, and title for each linguistic research project which received such a grant or fellowship.

### Research Training Fellowships

University of Minnesota David Lelyveld Postdoctoral training at the University of California, Berkeley, in psycho- and socio-linguistics

State University of New York at Stony Brook Jonathan Pool Postdoctoral training at McGill University for research in cross-cultural psycholinguistics

University of Chicago Judith Shapiro Postdoctoral training at the University of California, San Diego, in linguistic analysis, sociolinguistics, and ethnosemantics

Georgetown University Anna Fay Vaughn-Cooke Postdoctoral training at Boston University in psycholinguistics

*Grants for African Studies* University of Southern California Larry M Hyman (Bamenda) The development of the noun class and tone systems of the "Semi-Bantu" languages in Western Cameroon

*Grants for Japanese Studies* University of Washington Roy Andrew Miller. (Kyoto) The identification and analysis of the Malayo-Polynesian substratum in the older stages of the Japanese language.

*Grants for Korean Studies* University of Illinois at Urbana-Champaign Chin-W Kim (Seoul) The genesis of tone in Middle Korean

*Near and Middle East Research Grants* University of Michigan Ernest T Abdel-Massih (Egypt) Pan-Arabic: An emerging common spoken Arabic. University of Michigan Gernot L Windfuhr (Iran) Linguistic Dynamics. The Lakki dialects University of Texas at Austin Aaron Bar-Adon and Hebrew University of Jerusalem Chaim Rabin (Israel) The linguistic and sociolinguistic aspects of the Hebrew Revival, 1880-1920 (Collaborative Grant)

# Newsletter of the Conference on American Indian Languages Clearinghouse

Editor: James L. Fidelholtz

Vol. 3 No. 1

October 1974

## FROM THE EDITOR . . .

With the present issue, Vol. III, No. 1, this *Newsletter* becomes part of *The Linguistic Reporter*. It will appear three times a year, in the October, February, and June issues. Material for inclusion in the *Newsletter* should be sent to the editor at least two months in advance of publication.

In order to continue to receive the *Newsletter*, it will be necessary to subscribe to *The Linguistic Reporter*, which at \$2.50 a year for 10 issues packed full of interesting tidbits, is a real bargain in any case. The cost obviously covers little more than mailing. A subscription form appears on the back cover (p. 24). Please correspond with the editor of the *Newsletter* if there are any currency problems or other reasons why you might have difficulty remitting the subscription fee.

Since it is expected that many persons who would like to receive the *Newsletter* may be unable to afford the subscription, and since the Center for Applied Linguistics cannot afford to send out more than a very small number of complimentary subscriptions, it is requested that persons who can afford to do so, send a donation to the *Newsletter* to cover the cost of mailing issues to those who cannot afford it themselves.

All correspondence (and contributions) as well as news of your activities in the areas of concern to the *Newsletter* should be sent to the Editor: James L. Fidelholtz, Linguistics Program, University of Maryland, College Park, Md. 20742.

## BACK ISSUES . . .

Vol. I, Nos. 1 and 2; and Vol. II, No. 1 of the *Newsletter* were mimeoed and run off by hand; Vol. II, No. 2 was published by the Center for Applied Linguistics. There are still a few copies of some of the back issues remaining. Vols. I and II are being processed into the ERIC system and will be available shortly. Ordering information will be given in the next issue of the *Newsletter*.

## OF NOTE . . .

Carrie Smith, 3548 E. McDowell, Phoenix, AZ 85008, is attempting to compile a list of people and groups who are developing a curriculum specifically for Native American students. This list will be published and distributed to schools with Indian enrollments, to help facilitate better curriculum planning. If any readers are engaged in this type of work and want to be added to the list, a summary of their materials should be sent to Ms. Smith.

The Linguistics Division of the British Columbia Provincial Museum is compiling a resource and curriculum file of materials relating to the teaching of American Indian languages and bilingual Indian/English language programs. It is their hope that such a compendium will be of interest and use to Native peoples, educators, and linguists working in the area of practical language instruction in British Columbia.

Pertinent curriculum, evaluation, planning, teacher training experiences and teaching materials, as well as evaluations of any given project from the point of view of the students and people involved, should be sent to Margaret Warbey, Linguistics Division, British Columbia Provincial Museum, B.C., Canada.

The Dissemination Center for Bilingual/Bicultural Education (6504 Tracor Lane, Austin, TX 78721)—a federally funded Title VII ESEA project designed to provide relevant materials to bilingual programs—is now trying to determine needs for English as a Second Language, Spanish as a Second Language, or Teacher Training materials. They are also looking for materials in these and other areas which are available for distribution to bilingual programs at cost. If you are either interested in any of the Dissemination Center's materials, or have materials of your own to be disseminated, write to Juan D. Solis, Director, at the above address.

The Centre International de Recherches sur le Bilinguisme (International Centre for Research on Bilingualism), Université Laval,

Cité Universitaire, Québec, Canada G1K 7P4, is presently preparing a volume on the Americas for their project on the *Written Languages of the World*. If you have pertinent information about the writing systems of the languages on which you work, please correspond with G. D. McConnell, Associate Director of Sociolinguistic Publications, at the above address. The kinds of information the Centre is interested in (with some sub-detail) include: name of the language; statistical and geographical data; language corpus; script and spelling; background of literature; use for purpose of religion or world outlook; categories of literature; periodicals; mass media; reference framework; etc.

The new University of Texas at San Antonio has established a Division of Bicultural/Bilingual Studies which offers three Masters Degrees, emphases in Bicultural Studies, Bilingual Teacher Education, or Bilingual Medical Interpreting. For information write: Albar A. Peña, Division of Bicultural/Bilingual Studies, University of Texas at San Antonio, 4242 Piedras Drive E., San Antonio, Texas 78284.

Earl M. Herrick (Department of English, Texas A and I University, Kingsville, Texas 78363) is compiling a file of materials dealing with the orthographies of Native American languages and would be delighted to receive any communications on this subject.

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. Program plans for the coming year include the formation of a Sioux language teachers' 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, SD 57069.

A Cherokee dictionary containing some 2,000 entries and a brief grammatical sketch, compiled by Durbin Feeling, and edited by William Pulte has just been published. It can be obtained for \$13 from: Cherokee Nation, Tahlequah, Oklahoma 74464.

The National Indian Education Association (NIEA) and the American Indian Press Association (AIPA) are presently conducting a survey of all current material relevant to Native Americans. Known as Project Media, the program will catalogue and evaluate such information which later will be computerized and published. In catalogue form, the results of the survey will be made available as a resource tool to students, educators, historians, and researchers of Native American and academic communities.

The Associations are seeking both Native American evaluators and pertinent publications for the Project. For more details contact: Project Media, NIEA, 3036 University Avenue, S.E., Minneapolis, Minnesota 55414.

Mr. Felix White, Winnebago educator and traditional leader, is teaching a class in Winnebago history and language in Sioux City, Iowa. Alphabet charts are being constructed, vocabulary is studied, and family relationships are being traced. According to *The Iowa Indian* the classes are "so interesting, that we usually run later than schedule, but can't seem to help it when we begin on some old stories of legends and actual happenings."

[*The Iowa Indian* is published by the Sioux City Public Library, Edith Casaday, editor. Funded by the Federal Library Services and Construction Act through a grant from the Iowa State Library Commission, copies may be obtained from the Sioux City, Iowa Public Library.]

*The Informant*, a twice yearly (November and March) newsletter is available free-of-charge. Write: Robert A. Palamatier, Department of Linguistics, Western Michigan University, Kalamazoo, Michigan 49001.

*Linguistic Notes from La Jolla*. (University of California at San Diego Occasional Papers in Linguistics, #5), contains 5 papers on Native American languages. Order from: Graduate Linguistics Club, c/o Curtis Booth, Department of Linguistics, UCSD, La Jolla, CA 92307. \$2.00 per copy.

## RECENT PUBLICATIONS . . .

Bureau of Indian Affairs *Indian Education Steps to Progress in the 70's* Washington, DC, US Government Printing Office, (Stock #2402-00032), 1973 60 pp \$1.05 [Covers a very broad range of Indian education programs funded by the BIA. Readable and somewhat detailed.]

Center for Applied Linguistics. *Recommendations for Language Policy in Indian Education* Arlington, Virginia, CAL, 1973 21 pp. \$1.00

Gregory, Jack and Rennard Strickland. *Adventures of an Indian Boy* Muskogee, Oklahoma, American Indian Heritage Association 32 pp \$5.00 Order from AIHA, 2919 Elgin, Muskogee, Oklahoma 74401

Public Information Office, Bureau of the Census *We, The First Americans* Washington, DC, US Government Printing Office, (Stock #0324-00043), 1973 \$4.50

Ray, Roger B *The Indians of Maine A Bibliographical Guide*. 2nd ed Somersworth, New Hampshire, New Hampshire Publishing Company, 1974 40 pp \$3.00 [Prepared by the Maine Historical Society, it contains hundreds of archeological, ethnological, and historical references, with brief annotations. Order prepaid from New Hampshire Publishing Co., 1 Market St., Somersworth, NH 03878.]

Silvy, Antoine (ca 1678-1684). *Dictionnaire Montagnole-Français* New transcription by Lorenzo Angers, David E. Cooter, and Gérard E. McNulty Québec, Les Presses de l'Université de Québec, 1974 xxvi, 165 pp \$5.50

Spolsky, Bernard, Joanna B. Green, and John Read *A Model for the Description, Analysis, and Perhaps Evaluation of Bilingual Education* (Navajo Reading Study Progress Report No. 23) Albuquerque, New Mexico, University of New Mexico, 1974 [Considers the various linguistic, psychological, sociological, economic, political, and religio/cultural factors (as well as the general educational factors) bearing on bilingual education. Some copies may be available upon request.]

From the Malki Museum Press

Couro, Ted *Let's Learn 'Iipay Aa An Introduction to Mesa Grande Diegueño* Forthcoming

Couro, Ted and Christina Hutcherson *Dictionary of Mesa Grande Diegueño* 1973 \$4.50

Couro, Ted and Margaret Langdon. *Mesa Grande Diegueño Stories* Forthcoming

Hill, Jane H and Rosinda Nolasquez, eds *Mulu' Wetam The First People Cupeño Oral History and Language* 1973 \$6.50

Hyde, Villiana *An Introduction to the Luiselño Language* 1973 \$4.50 Orders or requests for additional information should be addressed to Malki Museum Press, 11-795 Fields Road, Banning, California 92220

## COMMENTARY . . .

[Editor's Note The following is excerpted from an article by Philip Ortega, 'Sociolinguistic and Language Attitudinal Change,' which appeared in Hoffer, Bates L and Jacob Ornstein, eds *Sociolinguistics in the Southwest* San Antonio, Texas Trinity University Department of English, 1974. The volume contains only non-Indian language articles, but some are of methodological interest. Price \$2, payable to English Department.]

"... I would hope that linguists, when they go into the minority communities, (and perhaps they ought not to go into those communities) but when they do go into [them], they ought to leave their white horses at home; they ought not to go there with the attitudes that they are latter day missionaries. . . I am very much concerned that whatever linguistic studies we do undertake, that they are not undertaken simply for the sake of entertaining ourselves as professional linguists or professional people concerned about language; but that somehow the studies we do undertake can be used meaningfully and significantly to change the attitudes of the people we work for, of the people who are around us, or of the people who have to make decisions about the education of our children

"... So, I do think it is important to know the why of language, but I think it is more important to know the what: what actually inheres in the language which creates linguistic chauvinism.

"... I hope we can translate our findings, that is what is important. Can we translate our findings beyond having them published in journals, beyond one's entry in one's vita? Can we translate our findings into some kind of positive social action that will benefit all of us? . . . I think that is what our job is. . ."

[In addition to the correct and important questions that Ortega raises, he seems to think that linguistic change must precede social change—my opinion is that it is simply (partially) a reflection of the social situation, and that social change must come about in order to make any linguistic change socially meaningful, not the converse. Consciousness-raising, however, can never be bad—J.L.F.]

1975 CAIL Newsletters

Vol 3, No. 2—February LR

Vol 3, No. 3—June LR

# grant and fellowship deadlines

Organization	Program	Details in Reporter	Deadline
ACLS	<i>Fellowships</i>	Sept. p 1	Oct 15
	<i>Study Fellowships</i>	Sept., p 1	Nov. 1
	<i>Grants-in-Aid.</i>	Sept., p 1	Feb. 15
	<i>Travel Grants to Conferences Abroad</i>	Sept., p. 1	Feb, 15, June 15, Oct. 15
	<i>Grants for Research on South Asia</i>	Sept., p. 1	Dec 2
	<i>Grants for East European Studies (Postdoctoral).</i>	Sept., p. 1	Dec 31
	<i>Grants for Study of East European Languages</i>	Sept., p. 1	Feb 3
	<i>Travel Grants to International Conferences Abroad on East European Studies</i>	Sept. p 1	Feb 15
	<i>Grants in Support of Conferences on East European Studies</i>	Sept. p. 1	Feb 15
	AAUW	<i>Dissertation Fellowships</i>	Oct., p 10
<i>Postdoctoral Research Grants</i>		Oct., p 10	Jan. 2
APS	<i>Grants to Postdoctoral Scholars</i>	Sept. p 5	Oct 10, Dec 13, Feb 7, April 11, Aug 8
ARI in Turkey	<i>Postdoctoral Fellowships</i>	Sept., p. 4	Dec 31
Belgian American	<i>Study and Research Fellowships</i>	Oct., p 10	Jan 31
German Marshall Fund	<i>Fellowships</i>	Sept. p 5	Oct 31
Guggenheim	<i>John Simon Guggenheim Fellowships</i>	Sept. p. 4	Oct 1
Humboldt	<i>Humboldt Research Fellowships</i>	Feb., p 4	Open
IREX	<i>Grants for Research in Eastern Europe</i>	Sept., p 4	Nov 15
	<i>Grants for Research in the Soviet Union</i>	Sept. p. 4	Nov 1
	<i>Summer Exchange of Language Teachers (USSR).</i>	Sept., p. 4	Dec 1
	<i>USSR Travel Grants in the Social Sciences</i>	Sept. p. 4	Open
	<i>Ad Hoc Grants to Promote New Exchanges.</i>	Sept. p. 4	Dec. 31, March 31, May 31
	<i>Grants for Collaborative Projects</i>	Sept. p 4	April 30, Oct 31
Kosciuszko Foundation	<i>Doctoral Fellowships</i>	Dec. p 4	Jan 15
NAS	<i>East European Exchange Program</i>	Oct., p 10	Nov 21
NEH	<i>Program Grants in Education</i>	Sept. p 4	Nov 1
	<i>Research Grants</i>	Sept. p 4	Nov 18
	<i>Independent Study Fellowships</i>	Sept., p 4	Oct 15
	<i>In Residence for College Faculty</i>	Sept., p. 5	Nov 18
	<i>Summer Stipends</i>	Sept. p 5	Oct 15
	<i>Summer Seminars for College Teachers</i>	Sept. p. 5	Feb 17
NIMH	<i>Research Project Grants</i>	April, p 6	Feb 1, June 1, Oct. 1
	<i>Program Project Grants</i>	April, p 6	Feb. 1, June 1, Oct 1
	<i>Small Grants</i>	April, p 6	Feb 1, June 1, Oct. 1
	<i>Special Grants</i>	April, p. 6	Open
NSF	<i>Student-Originated Studies</i>	Oct. p 10	Nov 15
	<i>Special Foreign Currency Program</i>	Oct., p 10	Open
	<i>International Cooperative Scientific Programs</i>	April, p 6	Open
	<i>Graduate Fellowships</i>	Nov. p. 7	Dec 2
	<i>NATO Postdoctoral Fellowships</i>	Oct. p 10	Oct 21
	<i>NATO Senior Fellowships in Science</i>	Oct., p 10	Nov 20
	<i>Doctoral Dissertation Grants</i>	Jan. p 5	Open
	<i>Scientific Research Projects</i>	Oct. p 10	Open
Rockefeller Foundation	<i>Fellowships</i>	Oct. p 10	Oct 15
USOE	<i>Foreign Curriculum Consultant Program</i>	Sept. p 5	Oct 1
	<i>Group Projects Abroad</i>		Oct 1
	<i>Faculty Research Abroad</i>	Sept. p 5	Oct 1
	<i>Doctoral Dissertation Research Abroad</i>	Sept. p 5	Oct 15
	<i>Exchange Teaching and Short-Term Seminars Abroad</i>	Sept. p 5	Nov 1
Woodrow Wilson	<i>Doctoral Fellowships</i>	Sept. p 5	Jan 15

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**The Linguistic Reporter**  
Center for Applied Linguistics  
1611 North Kent Street  
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**The Linguistic Reporter**  
**A Newsletter in Applied Linguistics**  
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# THE LINGUISTIC REPORTER

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## SECOND MIDDLE EAST INSTITUTE HELD

The second Middle East Linguistic Institute was held at Cairo University July 20 through August 15, 1974. Despite initial difficulties in planning resulting from the Middle East war in October 1973, more than 100 graduate students and postdoctoral fellows from throughout the Middle East convened in Cairo to enroll for 14 linguistic courses ranging from The Psychology of Language Learning to Studies in Arabic Grammar and Lexicography (See *LR*, Vol. 16:4, April 1974, for story on the first Middle East Linguistic Institute.) The faculty for the Institute consisted of six Egyptians, two Britishers, and two Americans.

The two major introductory courses were Introductory Grammar (taught by Dr. Ahmed Kemal Abdel-Hamid of Cairo University) and Linguistics Applied to Foreign Language Teaching (taught by Mr. Timothy Johns of Birmingham University), with Dr. Abdel-Hamid and Dr. Hussein A. Gaber, both of Al-Azhar University, serving as tutors. Other courses taught by Egyptian faculty members included Phonetics and Phonemics (Dr. Hilmy About-Fetouh, Cairo University), Contrastive Linguistics (Dr. Saad Gamal el-Din, Cairo University and Institute

Director), and Studies in Arabic Grammar and Lexicography (Dean E. Y. Bakr, Cairo University).

The remaining courses included an introduction to the Psychology of Language Learning and a seminar on Linguistics Applied to Language Teaching (Dr. Wilga Rivers, University of Illinois and Harvard University); Advanced Grammar and a postdoctoral seminar on Current Trends in Linguistics (Dr. David DeCamp, University of Texas); Linguistics and Literature; and Stylistics (Dr. Malcolm Coulthard, Birmingham University). Mr. Johns also conducted a postdoctoral workshop on Special English.

The Center for Applied Linguistics coordinated the planning for the Institute in cooperation with the British Council, which provided the two British lecturers and books for the Institute library. British Council representatives in Cairo, Norman Daniel and Michael Hinkley, assisted in planning and in providing logistical support for the Institute. Dr. Saad Gamal el-Din and Dr. Fatma Moussa-Mahmoud, both of Cairo University, served as co-directors and were responsible for much

See *Cairo*—9, Col 3



Some of the faculty and administrative staff of the Cairo Institute (left to right): Dean E. Y. Bakr, Wilga Rivers, Samy Hassan, Amal Kary, David DeCamp, Malcolm Coulthard, Nahid Sayed, Bert Linders, Abia Moustapha, S. Y. Moustapha, Paulette Hage, and Timothy Johns

## CAL Staff Aids in Plan For Bilingual Education Ordered by *Lau* Decision

In a landmark decision earlier this year, the Supreme Court found in the case of *Lau vs Nichols* that the San Francisco schools were violating the civil rights of non- and limited-English speaking children by denying them a "meaningful opportunity to participate in the instructional program." Without prescribing a specific remedy, the Court ordered the school district to provide appropriate relief. (See *The Linguistic Reporter*, Volume 16:3.)

The Center for Applied Linguistics has been asked by the Board of Education of the San Francisco Unified School District (SFUSD) to provide assistance to the district in developing a response to the court order. Since May, the Center has been working closely with the staff of the San Francisco bilingual program, directed by Ray del Portillo, and with a community Task Force, chaired by Richard Cerbatos, in preparing a master plan for bilingual-bicultural education in the San Francisco Unified School District.

The Center's agreement with the school district calls for CAL to prepare a detailed report that will provide a comprehensive overview of the problem and the options for solving it. The report is to include a statement of goals and objectives, a plan for phasing in the program, and an evaluation design. The report will

See *Lau*—12, Col 1

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by Peg Griffin

[Peg Griffin is a member of the senior staff of the Center for Applied Linguistics.]

This is the first in a series of columns focusing on terms current in linguistic literature. Since some of these terms grow in importance at conferences, institutes, and workshops, and in unpublished papers, many scholars assume reader familiarity with such terms by the time they reach an "above ground" audience. However, in a quickly developing field like linguistics, reader familiarity with these terms is often less than adequate. This column is designed to present new terms in as theory-neutral a way as possible.

Linguists, like other scientists, try to portion off a part of reality, observe it carefully, record its regularities, and explain its workings. Adding to the plethora of data and terms is not to be done lightly. But, of late, *pragmatics*—as a term indicative of a body of facts—has emerged in linguistic discussions. Here I will consider why this has happened and what the term encompasses. In this column, as in future columns, I will not justify a term's existence or make claims about its proper place in linguistic analysis or theory.

## WHY

Two different concerns have led linguists into *pragmatics*. On the one hand, linguists primarily interested in syntax find it necessary to investigate meaning. Even those who believe that syntax can and should be dealt with autonomously work with the meaning-preserving hypothesis, i.e. that the stages in the derivation of a grammar related by transformational rule must not differ in meaning. To work with this hy-

pothesis one must consider what constitutes a difference in meaning. Clearly some differences in meaning are smaller than others, some hold less consistently over a class of sentences or uses of sentences than do others. Those meaning differences which are relatively small and relatively inconstant can be considered as qualitatively distinct from the larger and constant meaning differences. Many investigators have come to consider the former the *pragmatic* aspects of meaning, and they reserve the term *semantic* for the latter. Thus, for these linguists, argumentation and evidence for formal syntactic analysis include references to *pragmatics*.

Other linguists questioning the completeness and/or appropriateness of the body of facts traditionally considered as the object of study of linguistics came to see *pragmatics* as a necessary part of linguistic analysis. They claim that three kinds of additional abilities of the native speaker of a language should be accounted for. First, speakers know not only the form of sentences but also the appropriate use for them. Second, speakers know there is a relation among certain sets of sentences which are formally, syntactically, and semantically quite distinct. Third, speakers carry on conversations of a few sentences with an outcome that the syntax and semantics does not predict, but that seem regularized and predictable. To account for these factors of language usage in natural context, linguists look to the *pragmatics* of natural language.

## WHAT

*Pragmatic* notions, then, are those that deal with meaning, but with those aspects of meaning that are apparent on the level

of the token, not the type. Thus, the element to investigate is not the sentence, but the utterance of the sentence in a particular well-defined set of contexts. Several alternatives for representing such an analysis are: (1) as elements in the grammar of a language with no distinction of levels between the syntactic, the semantic, and the pragmatic, (2) as elements in the grammar of a language as a distinct level separate and different from the syntactic and semantic, (3) as elements in a linguistic theory that includes notions beyond the grammar, (4) as elements of some study not a part of linguistics proper. The important choice of which particular facts of usage in context are to be investigated is guided to a large extent by the search for crucial empirical evidence.

## SOME FACTS AND QUESTIONS

1. a It is fun to make a thousand phone calls with you.

b You're fun to make a thousand phone calls with.

Should sentences like those in one be related by a rule of English grammar? If there is a meaning difference, is it of the *pragmatic* or semantic type? Can rules of English be sensitive to *pragmatic* constraints? Can a *pragmatic* explanation cover those cases where a meaning difference is apparent, as well as account for the occasions where sentences like 1a or 1b have the same meaning?

2. a Go home

b Will you go home?

c Why don't you go home?

d Why not go home?

e I think you should go home

f Shouldn't you go home?

g You have to go home now

h I have to get up early tomorrow.

Should the sentences in two be related in the grammar of English? Should some subset be so related? Should the relation be different for different pairs? Should prosodic factors be treated differently or similarly from other factors? What are the necessary dimensions, linguistic and extralinguistic, of the context of the utterance and how shall such dimensions be represented?

These are the kinds of facts and questions linguists are asking as they investigate the *pragmatics* of natural language. At this stage, uncontroversial or definitive answers are not available.

---

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 Editors: Marcia E. Taylor and Diane Bartosh. Annual subscription, \$4.50, air mail, \$9.50 as of Volume 17. (Individuals faced with currency restrictions or similar limitations are invited to write to the Editor.) Editorial communications, advertisement inquiries, 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.

## ACAL BECOMES AILA AFFILIATE

The Executive Committee of the International Association of Applied Linguistics (AILA) has formally accepted an application for affiliation made by the American Council for Applied Linguistics (ACAL). The affiliation will initially be in effect for a two-year period, with the Council serving as AILA's official U.S. representative.

The formulation of the American Council for Applied Linguistics had its beginnings at a meeting held in February 1973 at the Center for Applied Linguistics, where the need for a more effective mechanism for American representation in AILA was discussed (see *LR*, Vol. 15 2, March 1973). Council membership currently consists of the following societies: American Dialect Society, Association for Computational Linguistics, International Reading Association, Speech Communication Association, Teachers of English to Speakers of Other Languages, and the Center for Applied Linguistics, which is serving as Secretariat for the Council. In addition, a number of other organizations are awaiting a decision on the part of their executive boards. These include the American Council on the Teaching of Foreign Languages, the American Speech and Hearing Association, the Conference on College Composition and Communication, the Linguistic Society of America, the Modern Language Association, the National Association for Foreign Student Affairs (ATESL section), and the National Council of Teachers of English.

ACAL activities have been and will continue to be designed to focus on increasing American participation in AILA activities in such areas as policy formulation, the work of AILA's commissions and networks, and its triennial meetings. The Council will keep American societies informed of the work of AILA by providing information on AILA activities to existing journals and newsletters, as well as by participating in an information exchange with AILA's European affiliates. It will also seek travel grants to international meetings for American applied linguists and will provide input for the next AILA conference.

*The Linguistic Reporter* is now accepting advertising. A rate card giving specifications, prices, and deadlines is available from the editor upon request.

## SOCIOLINGUISTS MEET AT ISA CONGRESS

Sociolinguists representing a wide range of interest and drawn from many parts of the world came together for an entire week of discussions on numerous facets of the study of language in society. The meetings, which took place from August 19 to 24, 1974 during the Eighth World Congress of Sociologists, were organized by the Research Committee on Sociolinguistics of the International Sociological Association. The Congress itself was attended by some 3,200 sociologists, with the University of Toronto acting as host institution.

Not only the broad topics of the sessions on sociolinguistics, but the variety of papers within the session served to demonstrate the very wide range of areas that are encompassed under the general title of sociolinguistics. The papers were grouped into sessions under the following titles: language census, conditions and methods, languages selected for governmental and international functions, language and religion, language in science education, speech act theory, ethnomethodology, and

microsociolinguistics, industrialization, urbanization, and language; Catalan sociolinguistics, language planning, language and national identity, Chicano sociolinguistics; and the sociology of language as a discipline.

Some 140 papers were listed under all these sessions, but a substantial number of the participants were unable to be present at the meeting, and only about half that number were actually discussed. Abstracts of many of the papers had been submitted previous to the meeting and were included in *Sociological Abstracts, August 1974*, and sessions had only brief presentations by authors or special discussants rather than full-length reading of papers. General discussion followed. The Catalan session was the most unusual spirited presentation by some outstanding scholars from Catalonia covered many aspects of sociolinguistic research in this area, relatively unknown to many Congress participants.

This year's Congress demonstrated the range of interests and styles of research current in the sociology of language, several people expressed the hope that sociolinguistics at the next Congress would be more narrowly focused, with more opportunity for discussion in depth.

## Native Americans Attend Linguistic Institute

The Summer Institute of Linguistics (SIL), with the cooperation of the Bureau of Indian Affairs, held an Institute of Linguistics for Native Americans last summer at the University of Albuquerque. Goals of the Institute included providing practical training in the recognition, recording, and reproduction of the speech sounds commonly found in North American Indian languages, together with a basic understanding of how speech sounds are produced, an introduction to phonological analysis and the formulation of practical orthographies, and basic instruction in the techniques of analyzing the grammatical structure of languages.

Institute classes included phonetics, phonological analysis, grammatical analysis, and bilingual education. The final phase of the course consisted of a practical language project in which the students analyzed certain features of their native language and produced a written text for the language.

Student interest in the Institute was very noticeable (33 of the 36 students who enrolled completed the course), with many expressing a strong desire to continue study in linguistics. A committee has been organized to plan and implement further institutes, perhaps on a yearly basis.

As of Volume 17, the subscription price of *The Linguistic Reporter* will be \$4.50 per year. For sixteen years the Center for Applied Linguistics has absorbed most of the cost of publishing the *Reporter*. During that time, the newsletter has grown from six issues a year to ten, and from an average of eight pages per issue to an average of almost twenty-four.

In the beginning, the *Reporter* was sent free as a service of CAL. Over the years we have been forced to ask for subscription fees to cover the costs of handling and postage. Now the cost of handling and postage has increased to the point at which we must raise the price to \$4.50. We know that you will understand the necessity and that even with this increase, publication of the *Reporter* is made possible only by a considerable subsidy from the Center for Applied Linguistics.

## OF NOTE . . .

"Problems and Promises—Bilingual Education" was the theme of a recent Massachusetts conference on bilingual-bicultural education. Held October 18-19, 1974, the conference was sponsored by the Bureau of Transitional Bilingual Education, the Division of Curriculum and Instruction, the Massachusetts Department of Education, the Massachusetts Advisory Council on Bilingual Education, and the Pan American Society. Sample sessions and workshops included: Federal programs, in-service training, bilingual teacher certification, and career and vocational education.

*Neuvos Horizontes/USA* is a new magazine intended for fifth through ninth grade students participating in American bilingual/bicultural education programs. Resembling *Junior Scholastic* in style, this new publication contains stories, jokes, comic strips, and factual data on science, history, math, etc. that are related to the current daily experiences of the Spanish-speaking child of 20th century America. Subscription information is available from *Neuvos Horizontes/USA*, EDUCOM Publications, Inc., 25 West 45th Street, New York, New York 10036.

**Centro Regional de Ayuda Tecnica of Mexico/Buenos Aires** (AID Regional Technical Center of Mexico/Buenos Aires) has just released its 1974 catalogues on films and books available in Spanish. Each book contains over 1,000 titles covering subjects from agriculture to vocational and technical training. Many of the entries can serve as useful tools in a bilingual education program. More detailed information on ordering the catalogues may be obtained from Agency for International Development, 320 21st Street, N W, Washington, D.C.

**California Sears Roebuck and Co.** stores now offer contracts and consumer information in Spanish. Sears officials polled three of their stores in that state to learn that 28 percent of their customers were of Mexican descent, and that they preferred brochures printed in Spanish. A law now before the California legislature requiring merchants who conduct sales in Spanish to provide customers with a Spanish-language credit contract will probably induce other major chains to follow suit.

## REVISIONS IN TITLE VII BECOME LAW

President Ford recently signed into law the Education Amendments Act of 1974. Included in those acts were extensive revisions to the Bilingual Education Act (ESEA, Title VII). These are the first major changes to be incorporated into the Title VII program since its inception.

In making initial recommendations, the House Committee on Education and Labor took into account the ramifications of the *Lau vs Nichols* decision and made some broadly-based suggestions which underscore a continuing Federal commitment to bilingual education. Generally, the Committee's proposed amendments expanded the eligibility of schools which could be funded under the 1967 Act, authorized the Commissioner of Education to make grants for bilingual education projects, allocated funding specifically for training bilingual teachers, and appropriated a tentative \$53 million for fiscal year 1974.

The final, more comprehensive bill passed by the Congress this year recognized the 1967 Act as a major force in achieving bilingual education throughout the country. Since its enactment, 10 states have passed legislation permitting languages other than English to be used as a media of instruction. In fiscal year 1973, 111,000 children participated in 217 projects funded under the original Act. These projects served 24 different language groups, 80 percent of which were Spanish groups only. Native Americans (Indians and Eskimos) were served by eight percent of the projects, and the remaining 12 percent served other language groups such as Portuguese, Chinese, French, and Russian.

Accordingly, the bill signed by the President was much more extensive than had been anticipated. Authorizations were increased from the Committee's proposed \$53 million to \$135 million for FY 1974, and rises to \$160 million by FY 1978 (See *LR* 16:8). The new policy statement takes into account the different cultural heritages of non-English speakers (previously omitted) as well as the fact that a primary means by which such children learn is through the use of their languages and cultural heritages.

The new legislation makes funds available for grants for the establishment, oper-

ation, and improvement of bilingual education programs. These include adult education projects (particularly for parents of children participating in bilingual programs), training programs for bilingual education personnel, and technical assistance for development of bilingual programs. Considerable attention is given to training bilingual teachers. Broader-based grants and fellowships have been made available through the U.S. Office of Education, with priority given to eligible applicants with demonstrated competence and experience in the field of bilingual education.

The funding will be administered by the Office of Bilingual Education (USOE), which is in the process of preparing a national assessment of the education needs of non-English speakers and the extent to which these needs are being met, as mandated by the new law. Due for submission to the Congress by July 1977, the study is to be conducted in consultation with the recently established National Advisory Council on Bilingual Education (also mandated by this Act).

The Council is composed of 15 members "appointed in such a way as to be generally representative of the significant segments of the population of persons of limited English-speaking ability and the geographic areas in which they reside." Administrative and support activities for the Council are to be conducted by the Office of Bilingual Education and the National Institute of Education (NIE).

According to the new text, NIE is authorized \$5 million for each fiscal year prior to 1978 to carry out research to enhance the effectiveness of bilingual education programs initiated by this Act.

Obviously, Federal support of bilingual education has made great strides since 1967. But, the Office of Education estimates that there are at least five million school children who come to school with English-speaking deficiencies. The new Bilingual Education Act is therefore still but a small effort toward remedying an urgent need.

**CAL Distributes: A Handbook of Bilingual Education**, by Munei R. Sevilla and Rudolph C. Troika  
\$2.00

## Bilingual Research at Laval University

The International Center for Research on Bilingualism at Laval University in Quebec has been engaged in a number of projects related to problems arising from languages in contact. The Center's main activities fall within such research areas as linguistic inventories and synoptical expression, sociolinguistics, politics and linguistic rights, differential linguistics, bilingual education, and language didactics. The following provides brief descriptions of projects currently being undertaken in each of these research areas.

### LINGUISTIC INVENTORIES

There are three projects in this area designed to provide information on linguistic and cultural statistics relative to the French-speaking community of the world.

- *Atlas of the French-speaking Countries* is a project to create a cartographic aid giving a compact but precise view of the state of the human, cultural, and technological resources of all French-speaking countries. This year's activities have included the establishment of a preliminary list of maps to be drawn, an inventory of information sources, and three prototypes for maps along with the preparation of a preliminary list of consultant specialists.

- Researchers on the second project—*Analysis of Maps as a Means of Representing the Distribution of Linguistic Phenomena*—are evaluating the accuracy and precision of the presentation of information by means of linguistic maps as well as searching for more refined and appropriate methods of representation. Thus far, 450 maps have been analyzed, comparative charts have been drawn up, and a brief interpretation has been made.

- *Linguistic Composition of the Nations of the World* is collating statistics on the number of native speakers of various languages with a view toward improving linguistic maps. The information gathered should also be quite useful for organizations interested in the languages of the world. The first volume in this series, entitled *India and the Near East*, is currently being printed.

### SOCIOLINGUISTICS

The projects in this research program were developed to study the use of a particular

## New Philippine Bilingual Policy

The Philippine National Board of Education has adopted a much-needed and long-delayed bilingual education policy. Under the direction of the Committee for Implementation of Bilingual Education, planning began in June for the first three-year phase of the program. It is anticipated that by 1981, Pilipino and/or English will be used in all primary and secondary schools. The scheduled 1974-77 plan calls for transitory use of Pilipino beginning with the first grade "for social studies/social science, work education, character education, with vernacular used as the 'auxiliary medium' where necessary and Arabic used in areas where required; English will be the medium for all other subjects. "New texts will be written in Pilipino or English only." By 1978, use of Pilipino and English will be mandatory. Higher education institutions may implement the new policy at their leisure provided all 1984 graduates can pass qualifying examinations for the practice of their professions in "English and/or Pilipino as the case may be."

## Study Shows Mexican American Teachers Needed

Both school districts and community spokesmen have stated frequently that more Mexican-American teachers are needed in schools. The situation is confused because of the lack of data that support observations that either (1) few such teachers are available or (2) that few are hired by school districts.

A three-part study by Drs. Y Arturo

language as a means of communication in society.

- *Written Languages of the World: A Survey and Analysis of the Degree and the Models of Their Use* is designed to provide a typology of the languages of the world. Correlations between languages and certain socioeconomic factors will allow an evaluation to be made of the language policies of the countries in question. The project will help research by

Cabrera and Stanley L. Ratliff, University of Colorado, titled "Mexican-American Education Graduates in Colorado, 1972-73" was initiated to survey and identify teacher education graduates from 15 colleges and universities to determine the degree to which their teacher education programs provided for the development of understanding of cultural and language differences of Mexican-Americans, and to survey the 181 school districts of Colorado to attempt to discern patterns of employment and placement.

Results reveal that the state of Colorado graduated 6,673 teachers in 72-73. Of these, 164 or 2.5 percent were Mexican-Americans. Yet Colorado has a 13.7 percent Spanish-speaking or surnamed population. The survey notes, as well, that the percentage of Mexican-American teachers employed is also less than the ratio of Mexican-Americans to the total population. The data showed that school districts employed few bilingual/bicultural teachers. On the other hand, evidence seems to point out that Mexican-Americans were not singled out by recruiters, but rather recruited within the framework of the regular recruitment program.

In response to the question "Did your teacher education program help you in any special way to teach Mexican-Americans or work with their parents?", almost 70 percent of the respondents indicated that their teacher education programs were of little or no value to them in working with Mexican-Americans. The survey also deals with questions specific to the worth and importance of interviews, teaching assignments, and teaching fields currently in demand.

Copies of the report are available from the authors, Bureau of Education Field Services, School of Education, University of Colorado, Boulder, Colorado

opening up new approaches to the elimination of illiteracy and to basic education. The first book in the series, *The Americas*, will appear in Winter 1975.

- *Social Aspects of Bilingualism* studies the phenomenon of language contact throughout the world, concentrating on three principal aspects: the internal characteristics of the languages themselves, external characteristics of a sociolinguistic

See Laval—7, Col. 1

## grants, fellowships, awards

The American-Scandinavian Foundation offers graduate fellowships in unrestricted fields for study in Scandinavian countries. Awards are open to qualified applicants under 40 who have a bachelor's degree. Grants range from \$500 for short-term study to \$4,000 for an academic year. Applications must be submitted by December 1, 1974 to Exchange Division, The American-Scandinavian Foundation, 127 East 73rd Street, New York, New York 10021

The Social Science Research Council (SSRC) will administer or cosponsor the fellowship and grant programs listed below. These programs will support research to be undertaken in 1975-76. Some of the programs offered jointly by SSRC and the American Council of Learned Societies appeared in the September issue of the *Linguistic Reporter*

### POSTDOCTORAL RESEARCH GRANTS

Grants for African Studies Applications by December 2, 1974

Grants for Japanese Studies. Applications by December 2, 1974.

Grants for Korean Studies. Applications by December 2, 1974

Grants for Research on the Near and Middle East, including Collaborative Research Grants Applications by December 2, 1974

\*Postdoctoral Grants for Latin American and Caribbean Studies, including Collaborative Research Grants Applications by December 2, 1974

### PREDOCTORAL RESEARCH FELLOWSHIPS

Africa and the Middle East Applications by November 1, 1974

East, South, and Southeast Asia. Applications by November 1, 1974.

Research Fellowships in Latin America and the Caribbean Applications by November 1, 1974

Collaborative Research Training Fellowships in Latin America and the Caribbean Applications by March 1, 1975

Inter-American Research Training Seminars in Latin America and the Caribbean. Applications by March 1, 1975

Western Europe. Applications by November 1, 1974.

Applications will not be accepted after the specified deadline date. Applications for programs marked with an asterisk (\*)

should be addressed to Fellowships and Grants, Social Science Research Council, 110 59th Street, New York, New York 10022. A detailed announcement of other programs is available from: Social Science Research Council Fellowships and Grants, 605 Third Avenue, New York, New York 10016.

The American Council of Learned Societies (ACLS) offers grants for the study of East European languages. Grants are offered for study of Albanian, Bulgarian, Czechoslovakian, Modern Greek, Hungarian, Polish, Romanian, and Yugoslavian. Modern Greek scholars are eligible only if they intend to teach or use it in research on modern Greece.

The main purpose of the grants is to allow scholars to acquire competence in a language for use in research or teaching. Grants are for summer study abroad or for enrollment in intensive language courses in the U.S. Applicants are expected to take advantage of local facilities before applying for study abroad. Grants will range from \$300 to \$1,000 and are intended for use only by the recipient. Limited Stipends are available.

Eligible applicants include mature specialists in East European languages who want to acquire competency in another language of the area, nonspecialists who intend to apply their disciplines to the area in order to learn a language, and postdoctoral area specialists who want to strengthen their abilities in a language of their interest. Graduate students should apply only if acquiring ability in an East European language is basic to their doctoral programs. These grants are not intended to support research.

Completed applications for grants must be received by February 3, 1975. General inquiries and requests for applications should be sent to the Office of Fellowships and Grants, ACLS, 345 East 46th Street, New York, New York 10017.

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 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. The projects thus supported represent most of the major disciplines in the social and behavioral sciences, and most projects utilize 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 non-profit 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. The other categories in which proposals may be submitted include the areas of social systems and human resources, human resources and services, and minority group problems.

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: Office of Programs and Resources, RANN, National Science Foundation, Washington, D.C. 20550

Funding for language research from the National Institute of Education (NIE) may be in serious jeopardy. As of October 15, continued funding for all NIE programs seemed doubtful

nature, and the performance of children in bilingual situations. Publication of the first volume of this series is scheduled for Summer 1975.

#### POLITICS AND LINGUISTIC RIGHTS

This program centers on the study of the "legal fate" reserved for minorities such as Indians, Eskimos, and immigrants. In a project entitled *Linguistic Policy in Quebec 1968-1974*, the Center staff is attempting to determine the problems raised by debate over the language question. Activities include identifying political and social forces in opposition, reconstructing strategies, and studying the values and institutions involved.

#### DIFFERENTIAL LINGUISTICS

The goal of this program is to make second language learning efficient, economical, and practical by providing the descriptive, quantitative, and evaluative elements which are essential for the preparation of courses and methods for teaching English and French as second languages.

• *The Comparative Study of Isolated and Combined Sounds of French and English* is involved with research into the similarities and differences between the sounds of French and English, especially in regard to consonants, vowels, sound sequences, consonant clusters, vowel groups, and groups of consonants and vowels. Most of the data has been gathered and analysis has begun.

• A second project—*Laval Placement Test for French as a Second Language*—is being continued, with two equivalent forms already developed. The objective of the project is to measure the degree of mastery of basic skills when the teaching method is oriented towards oral expression.

#### BILINGUAL EDUCATION

Research in this area was prompted by the introduction of a regulation of the Quebec Ministry of Education which covers the teaching of French as a second language. The Center decided to evaluate the types of bilingual schools and the effects of bilingual education in various countries where such a system already exists, including Germany, the United States, India, Mauritius, Singapore, and Wales. One project—*Inventory and Evaluation of Types of Bilingual Schools*—has been initiated thus far. Research was begun in Germany and is continuing in Florida. The latter study, which is nearing completion,

See *Laval*—9, Col 1

## NDEA MATERIALS CONFERENCE

A national conference to determine the remaining priority needs for teaching materials in the uncommonly taught languages was held in Columbia, Maryland, September 29-October 2, 1974. Recommendations resulting from the conference will be made to the Office of Education and will form the basis for Requests for Proposals on materials development under Title VI, Section 602 of the National Defense Education Act. In contrast to former years, the USOE will now let requests for specific proposals, rather than receive unsolicited proposals from individual scholars.

Present at the conference were: Peter Abboud (University of Texas), James Alatis (Georgetown University); M.A.R. Barker (University of Minnesota); Richard Brod (Modern Language Association of America), John Carpenter (Office of Education), David DeCamp (Center for Applied Linguistics), Peter Eddy (ERIC/CLL, Center for Applied Linguistics), James Frith (Foreign Service Institute), James Gair (Cornell University); Thomas Gething (University of Hawaii), Charles Gribble (Indiana University); Carleton Hodge (Indiana University); Mohammad Ali Jazayery (University of Texas), Robert Jones (Cornell University); John Krueger

(Indiana University), Dale Lange (University of Minnesota); Ernest McCarus (University of Michigan); John McCoy (Cornell University), Norman McQuown (University of Chicago), H. A. Merklein (University of Dallas), Roy Miller (University of Washington); André Paquette (André Paquette Associates); Julia Petrov (Office of Education), Earl Rickerson (CIA Language School), Esther Sato (University of Hawaii); C. Edward Scobold (Modern Language Association of America), Earl Stevick (Foreign Service Institute), Richard Spears (Northwestern University), Robert Suggs (Office of Education), Richard Thompson (Office of Education), Rudolph Troike (Center for Applied Linguistics), Leon Twarog (Ohio State University); Leroy Walser (Office of Education); Flora Williams (Office of Education), and James Wrenn (Brown University).

Separate task forces of specialists considered needs for language areas or families and recommended priorities. These areas or families were: East Asia, South Asia, Southeast Asia, Africa, Middle East, Uralic and Altaic, Latin America (American), Slavic, and East European.

A fuller report on conference discussions will appear in a future *LR*.

## Ford Minority Graduate Fellowships

The Ford Foundation—through the administration of the Educational Testing Service and the National Fellowships Fund—offers graduate fellowships for Black, Mexican, and Native Americans, and Puerto Ricans. The programs' goals are to increase the number of doctorates among these minority groups and to enhance their opportunities for careers in higher education. Funds are available for one year only.

**Qualifications.** Candidates must be U.S. citizens who are currently enrolled or plan to enroll in an accredited U.S. graduate school to pursue the Ph.D., and must be currently engaged in or planning to enter a career in higher education.

**Eligibility.** Applicants must plan to pursue full-time study toward the doctorate degree in the Arts and Sciences or hold a masters' degree (or equivalent). Candidates must also be planning to continue graduate study in order to prepare for a career in higher education.

**Requirements.** All applicants are required to submit scores on the Graduate

Record Examinations Aptitude Test and one Advanced Test. These tests will be administered by the Educational Testing Service on December 14, 1974. Deadline for registering is November 26, 1974. Interested candidates should make their own arrangements by writing: Graduate Record Examinations, Educational Testing Service, Box 955, Princeton, New Jersey 08540.

**Deadlines.** Completed applications and all supporting documents must be submitted by January 5, 1975. Applicants applying under the fellowship program for Mexican Americans, Native Americans, and Puerto Ricans should write Graduate Fellowships for Mexican Americans and Native Americans, Educational Testing Service, Box 200, Berkeley, California 94704 or Graduate Fellowships for Puerto Ricans, Educational Testing Service, Box 2822, Princeton, New Jersey 08540. Candidates applying for fellowships for Black Americans should write Graduate Fellowships for Black Americans, National Fellowships Fund, Suite 484, 795 Peachtree Street, N.E., Atlanta, Georgia 30308.

## NSF ANNOUNCES RESEARCH GRANTS

The National Science Foundation has announced the award of grants in support of linguistics research projects for fiscal year 1974 (July 1973-June 1974). Thirty-six grants were made, for a total of \$1,859,600. Listed below are the investigator, institution, and title for each linguistic research project which received such a grant.

- G W Allen University of North Carolina  
Speech Timing Control and Its Development  
July 1974-July 1976 \$41,000
- U Bellugi and E S Klima Salk Institute for  
Biological Studies Formational Constraints  
on Languages in a Visual Mode April 1974-  
April 1975 \$67,400
- D Bickerton University of Hawaii Language  
Variation and Change in Hawaiian English  
September 1973-September 1975 \$95,600
- R W Brown Harvard University Later Pre-  
school Stages in the Development of a First  
Language July 1974-July 1975 \$64,100
- L Campbell University of Missouri Lan-  
guages of Central America September 1973-  
September 1974 \$30,700
- A C Chandola University of Arizona An  
Ethnomusicological Study September  
1973-September 1974 \$39,500
- E V Clark Stanford University The Acqui-  
sition of Semantic Distinctions in Children's  
Speech September 1973-September 1975  
\$51,400
- P W Davis Rice University A Linguistic  
Study of Bella Coola May 1974-May 1976  
\$34,300
- I Dyen Yale University Genetic Classification  
of Languages—Austronesian July 1974-July  
1975 \$35,500
- C A Ferguson Stanford University Acqui-  
sition of Spanish and English Phonology  
February 1974-February 1975 \$82,100  
and J H Greenberg Phonology Archiving  
Project October 1973-October 1974 \$53,200  
Archival Research on Language Universals  
October 1973-October 1975 \$169,500
- C H Frederiksen University of California,  
Berkeley Semantic Information Processing in  
Comprehension of English Discourse October  
1973-October 1975 \$53,600
- V A Fromkin and P N Ladefoged University  
of California, Los Angeles Linguistic Pho-  
netics March 1974-March 1975 \$79,100
- D B Kaplan University of California, Los  
Angeles Philosophy of Language September  
1973-September 1974 \$18,100
- J H Koo University of Alaska A Phonologi-  
cal Grammar of Eskimo June 1974-June  
1975 \$23,500
- W Labov University of Pennsylvania Quanti-  
tative Study of Linguistic Variation and  
Change December 1973-December 1974  
\$96,500
- W P Lehmann University of Texas Theoretic-

## meetings and conferences

- November 5-8 American Speech and Hearing Association Las Vegas, Nevada
- November 5-8 Acoustical Society of America Winter Meeting, St. Louis, Missouri
- November 6-7. Colloquium on the Language Needs of Future Commercial Cadres Brussels, Belgium (Write: Jos Nivette, Director of the Institut voor Taalonderwijs, Vrije Universiteit Brussel, Ouderganselaan 22-24, 1040 Brussels, Belgium.)
- 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 8-9 LSA Golden Anniversary Symposium II. American Indian Languages and American Linguistics. Berkeley, California. [See *LR* Vol 16 8, p 13]
- November 9-10 Northeast Linguistic Society, 5th Cambridge, Massachusetts. (Write NELS V, Holyoke Center 851, 1350 Massachusetts Avenue, Cambridge, Massachusetts 02138 )
- November 11-14 Table Ronde du CNRS. Aix-en-Provence, France (Write Groupe de Recherche Informatique et Linguistique, 7 Boulevard Paul d'Olonne, Aix-en-Provence, France) [See *LR* Vol 16 7, p 7]
- November 15-16 *Romanian Studies Conference* Boulder, Colorado (Write Stephen Fishergalat, Department of History, University of Colorado, Boulder, Colorado 80302 )
- November 16-17 Colloquium on Discourse Analysis Toronto, Ontario, Canada (Write Pierre R. Leon, Director, Experimental Phonetics Laboratory, 39 Queen's Park Crescent East, University of Toronto, Toronto M5S 1A1, Ontario, Canada )
- November 19-24 American Anthropological Association, 73rd. Mexico City, Mexico [See *LR* Vol 16 8, p 13]
- November 19-24 Conference on American Indian Languages, 13th Mexico City, Mexico
- November 20-22 Inter-American Conference on Bilingual Education. Mexico City, Mexico. (Write D Riehl, Center for Applied Linguistics, 1611 North Kent Street, Arlington, Virginia 22209) [See *LR* Vol 16 8, p 1]
- November 22-24 Chinese Language Teachers Association Denver, Colorado (Write Winston L Yang, Department of Asian Studies, Seton Hall University, South Orange, New Jersey 07079 )
- November 22-25 American Association of Teachers of German Boston, Massachusetts.
- November 23-26 National Association for the Education of Young Children Washington, D C [See *LR* Vol 16 6, p 2]
- 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 13 Association for Literary and Linguistic Computing London, England. (Write J M Smith, Secretary, Association for Literary and Linguistic Computing, 6 Sevenoaks Avenue, Heaton Moor, Stockport, Cheshire SK4 48W, England )
- December 26-29 Modern Language Association, 89th New York, New York.
- December 26-28 American Association of Teachers of Slavic and East European Languages New York, New York
- December 27. LSA Golden Anniversary Symposium III: The European Background of American Linguistics New York, New York [See *LR* Vol 16 8, p 13]
- December 27-29 American Dialect Society New York, New York
- December 27-30 Speech Communication Association Chicago, Illinois
- December 28-30 Linguistic Society of America Annual Meeting, 49th New York, New York
- December 28-30 American Philological Association Chicago, Illinois
- January 5-11 International Study Conference on Classification Research, 3rd Bombay, India (Write FID/CR Secretariat, DRCT, 112 Cross Road 11, Malleswaram, Bangalore 560003, India) [See *LR* Vol 16 3, p 2]
- January 6-10 Congress of the Asociacion de Linguistica y Filologia de America Latina, 4th Lima, Peru (Write Martha Hildebrandt, Director, Instituto Nacional de Cultura, Jiron Ancash 390, Lima 1, Peru )
- January 13-17 Interamerican Symposium on Linguistics and Language Teaching, 7th Lima, Peru (Write Mauricio San Martin Frayssinet, Director General, Instituto Nacional de Investigacion y Desarrollo de la Educacion, Casilla 1156, Correo Central, Lima, Peru )
- January 13-18 International Conference on Pidgins and Creoles Honolulu, Hawaii (Write Richard R Day, Chairman, Steering Committee, International Conference on Pidgins and Creoles, ESL Department, University of Hawaii, Honolulu, Hawaii 96822) [See *LR* Vol 15 9, p 8]

See NSF—10, Col 1

## linguists wanted

Massachusetts Institute of Technology will have a position open in fall 1975 for an assistant or associate professor (without tenure). Applicants should have experience in the area of linguistic theory with specialization in syntax or semantics, preferably both. Send resumes to James W. Harris, Chairman, Department of Foreign Literatures and Linguistics, Massachusetts Institute of Technology, Cambridge, Massachusetts 02139.

Schechter and Luth, Inc. is looking for a psycholinguistic expert to work on a consulting basis. Services to be provided will include analyzing the favorable and unfavorable characteristics of names which the firm is developing for new products and/or companies. Position will be on a strictly free-lance basis. For further information write Philip J. Luth, Vice President, Schechter and Luth, Inc., Design and Marketing Communications, 430 Park Avenue, New York, New York 10022.

### LAVAL—from page 7

has shown that the introduction of a system of bilingual education in order to respond to the needs of half a million Spanish-speaking people has considerably altered the structures of the educational system.

### LANGUAGE DIDACTICS

The purpose of this program is to analyze the socio-cultural content of French language teaching methods and to collect the information needed for the preparation of learning materials that will be appropriate for a given environment. To this end a project entitled *Bilingual Schooling in Francophone Africa* has been initiated in Togo to undertake research into the information and tools needed in order to design a linguistic policy around the four national languages and to adapt the teaching of French to the needs of the country.

In addition to research in the above areas, the Center has also been active in the area of documentation. Some examples of such work during 1973-74 are

• *The International Bibliography on Bilingualism*, which was published in 1973, has served as a basis for the coding of information for the following bibliographies: *Supplement to the International*

*The University of New Mexico* will probably have a vacancy in its Department of Linguistics beginning in the 1975-76 academic year. Salary will be in the range of \$11,000 to \$12,000. Candidates must have a Ph.D., and training in sociolinguistics and/or southwestern languages is desirable. Those interested in applying should write Chairperson of the Search Committee, Department of Linguistics, University of New Mexico, Albuquerque, New Mexico 87131.

*The University of South Carolina at Aiken* will have an opening in English linguistics, starting Fall 1975. Applicants must have a Ph.D. Duties will include teaching standard courses in linguistics as well as several courses in business English and freshman English. Send vita to Ann Adele Arney, Acting Coordinator of Language Arts, University of South Carolina, Aiken Regional Campus, 171 North Bypass Highway, Aiken, South Carolina 29801.

*Bibliography on Bilingualism*, which will add 7,000 titles to the first volume and will appear in 1975, *Bibliography on Bilingualism in Eastern Europe*, scheduled for publication in 1975, *Child Bilingualism and Second Language Learning: A Descriptive Bibliography*, which contains 1,658 titles and should be available soon, and the *Bibliography on Pacific and Asian Bilingualism*, which is now in the process of being completed.

• *A Critical Bibliography of Tests for French and English as Mother Tongues*, prepared for use by elementary and secondary school teachers, was submitted to the Quebec Ministry of Education in January 1974.

• *The Analytical Bibliography of Language Tests* will include 600 analyses of language tests in its second edition, scheduled to appear in 1975.

• Plans call for the production of a *Bibliography on Linguistic Problems in French Africa*. Work to date on this publication includes an analysis of source materials published from 1930 to 1971.

Further information on the above projects and publications may be obtained from: Jean-Guy Savard, International Center for Research on Bilingualism, Laval University, Quebec, Canada.

## NEW SERIES ON LINGUISTIC RESEARCH

*Linguistische Arbeiten und Berichte* is a new series of working papers produced by the Free University of Berlin. The series is designed to make current linguistic research readily available, to further discussion about ongoing research, and to elicit reactions to final research results prior to publication in a linguistic journal as well as to present the University's views on current problems raised by linguistics as an academic discipline.

Titles now available include: (1) *Universals of Language: Quandaries and Prospects*, by Hans-Heinrich Lieb [an analysis of the concept of language universals], (2) *Zur Klassifizierungsleistung nicht lexikalischer Sprachmittel*, by Fritz Pasierbsky [a comparison in a number of natural languages of non-lexical means that induce classifications], (3) *Probleme einer Oberflächensemantik: Zur logischen Bedeutungsanalyse von Tautologien und Kontradiktionen*, by Gunther Saile [an analysis of the natural language meaning of sentences that are considered as tautologous or contradictory by the logician], and (4) *Oberflächensyntax: Syntaktische Konstituentenstrukturen des Deutschen*, edited by Hans-Heinrich Lieb.

Subscriptions to the series or orders for individual issues should be sent to: LAB Berlin (West), Freie Universität Berlin, Fachbereich 16 (Germanistik), Habelschwendter Allee 45, 1 Berlin 33, West Germany.

### CAIRO—from page 1

of the planning and the actual administration of the Institute.

The Ford Foundation provided the basic funding for the Institute through a two-year grant to the Center for Applied Linguistics, and the U.S. Department of State made available funds for travel and local expenses. Cairo University freely contributed the use of its facilities and gave additional support for Institute faculty.

There have been encouraging signs of the success of the summer institutes. A program of follow-up activities was carried out during the academic year 1973-74, and an even more extensive follow-up is planned for the coming year. In addition, a Linguistic Circle of Cairo has been formed with regular meetings, and there has been discussion of establishing a newsletter. Announcement of the location of the Institutes for 1975 and 1976 will be made in the December issue of *The Linguistic Reporter*.

## meetings and conferences

- March 4-9 Convention of Teachers of English to Speakers of Other Languages, 9th Los Angeles, California [See *LR* Vol. 16 6, p 4]
- March 9-14 National Association of Language Laboratory Directors, 11th Dallas, Texas
- March 12-15 Georgetown Round Table, 26th Washington, D C
- March 13-15 Conference on College Composition and Communication St. Louis, Missouri
- March 23-26 Association of Teachers of Japanese San Francisco, California
- March 23-26 Association of Asian Studies San Francisco, California
- March 30-April 3 American Educational Research Association Annual Meeting Washington, D C [See *LR* Vol 16 9, p 11]
- March 30-April 4 Association for Childhood Education International New Orleans, Louisiana
- April 2-5 International Association of Teachers of English as a Foreign Language London, England (Write IATEFL, 16 Alexandra Gardens, Hounslow, Middlesex, England)
- April 4-6 Child Language Research Forum, 7th Stanford, California
- April 6-7 Annual Meeting of the European Linguistics Society, 9th Nottingham, England (Write R. R. K Hartmann, Director, Language Centre, University of Exeter, Exeter EX4 4 QH, England) [See *LR* Vol 16 6, p 12]
- April 6-8, Annual Meeting of the Linguistics Association of Great Britain, Nottingham, England (Write C Butler, University of Nottingham, Nottingham NG7 2RD, England) [See *LR* Vol 16 6, p 12]
- April 8-11 Acoustical Society of America Austin, Texas
- April 10-12 College English Association, 6th Atlanta, Georgia
- April 11-13 Conference on African Linguistics, 6th Columbus, Ohio (Write Robert K Herbert, Department of Linguistics, Ohio State University, Columbus, Ohio 43210)
- April 17-19 Northeast Conference on the Teaching of Foreign Languages New York, New York
- April 17-20 Chicago Linguistic Society, 11th Chicago, Illinois (Write Chicago Linguistic Society, Goodspeed 205, 1050 East 59th Street, Chicago, Illinois 60637)
- April 20-26 Council for Exceptional Children Los Angeles, California
- April 24-26 University of Kentucky Foreign Language Conference Lexington, Kentucky (Write Theodore H Mueller, Director, Foreign Language Conference, University of Kentucky, Lexington, Kentucky 40506)
- May 13-16. International Reading Association New York, New York
- July 25-27 Linguistic Society of America Summer Meeting Tampa, Florida
- August 17-23 International Congress of Phonetic Sciences, 8th Leeds, England (Write Special Courses Division, Department of Adult Education and Extra-Mural Studies, Leeds University, Leeds LS2 9JT, England) [See *LR* Vol 15 8, p 8]
- August 25-29 International Congress of the International Federation of Modern Languages and Literatures, 13th Sydney, Australia (Write S G Aston, General Secretary, International Federation of Modern Languages and Literatures, St Catherine's College, Cambridge, England) [See *LR* Vol 16 6, p 12]
- August 25-30 International Congress of Applied Linguistics, 5th Stuttgart, West Germany (Write D Riebicke, Hallschlag 151, Stuttgart 50, West Germany) [See *LR* Vol 16 3, p 2]
- November 2-6, 1975 American Society for Information Science Boston, Massachusetts
- November 4-7, 1975 Acoustical Society of America Winter Meeting San Francisco, California
- November 21-24, 1975 American Speech and Hearing Association Washington, D C
- November 27-29, 1975 National Council of Teachers of English, 65th San Diego, California
- November 27-30, 1975 American Council on the Teaching of Foreign Languages, 9th Washington, D C
- November 27-30, 1975 International Congress of the Fédération Internationale des Professeurs de Langues Vivantes (FIPLV), 12th Washington, D C. (Write Secrétariat Général, FIPLV, Postfach 544, D-355, Marburg II, West Germany) [See *LR* Vol 16 7, p 7]
- December 3-7, 1975 American Anthropological Association, 74th San Francisco, California
- December 27-30, 1975 Modern Language Association, 90th San Francisco, California
- December 28-30, 1975 Linguistic Society of America Annual Meeting, 50th San Francisco, California
- NSF—from page 8**
- cal Investigation of Diachronic Syntax October 1973-October 1975 \$43,100
- Ilse Lehiste Ohio State University Rhythmic Units and Syntactic Units in Speech March 1974-March 1975 \$24,800
- P F MacNeilage University of Texas Program of Speech Research September 1973-September 1975 \$70,200
- Small College Faculty Support June 1974-August 1974 \$4,200
- S E Martin Yale University Comparative and Historical Studies in Japanese and Korean Linguistics February 1974-February 1976 \$47,000
- N A McQuown University of Chicago Huastec (Mayan) Texts, Grammar, and Dictionary October 1973-October 1975 \$71,300
- C G Osgood University of Illinois Studies on Comparative Psycholinguistics September 1973-September 1974 \$75,000
- T Parsons and B. Parlee University of Massachusetts Formal Syntax and Semantics for Natural Languages September 1973-September 1975 \$51,500
- W A Stewart City University of New York Gullah A Case Study of Linguistic Socialization September 1973-September 1974 \$99,700
- B K Tsou, University of California, San Diego International Conference on Sino-Tibetan Linguistics October 1973-October 1974 \$10,800
- R H Thomason University of Pittsburgh Linguistic Application of Formal Logic October 1973-October 1975 \$18,000
- D R Vesper University of Missouri Language Choice in the Multilingual Community of Guam July 1974-July 1976 \$61,800
- W S-Y Wang, University of California, Berkeley Program of Research on the Processes of Phonological Change September 1973-February 1974 \$29,800
- Small College Faculty Support June 1974-August 1974 \$5,300.
- And J J. Ohala. Phonological Research on the Processes of Phonological Change December 1973-September 1974 \$65,500
- Phonological Research with Emphasis on Chinese Dialects September 1973-March 1974 \$35,100.
- E Wanner Harvard University Experiments in Sentence Comprehension September 1973-May 1975 \$30,500
- W A Woods Harvard University Computational Syntax and Semantics September 1973-September 1975 \$35,000
- D. S. Worth University of California, Los Angeles Computer-Assisted Analysis of Russian Derivational Morphology July 1974-July 1976 \$45,900.

In addition to the above grants, 6 grants were made for doctoral dissertation research in linguistics as follows. Anne L. Carter (D. Slobin, advisor), University of California, Berkeley, Patsy M. Lightbown (L. Bloom), Teachers College, Columbia University, John R. Rickford (W. Labov), University of Pennsylvania, Jilali Saib (V. Fromkin), University of California, Los Angeles, Bambi B. Schieffelin (L. Comitas), Teachers College, Columbia University, Nancy J. Stenson (M. Langdon), University of California, San Diego

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

The 2nd World Conference of the International Federation for Information Processing will be held September 1-5, 1975 in Marseille, France. The theme of the conference is "Computers in Education," and its aim is to bring together scholars concerned with the many possible roles of informatics in education. The format will provide for the reading of invited and contributed papers on original use of computers in education, panel discussions exploring the present state of the art, and round table discussions on selected topics.

A significant part of the conference program will be devoted to the introduction of the methodology of informatics into the teaching of various disciplines, including the social sciences. Another important aspect to be covered is a consideration of the use of informatics methods and computer applications to aid in the solution of educational problems in developing nations.

Those wishing further information on the conference are requested to write J. Hebenstreit, Chairman of the Program Committee, Ecole Supérieure d'Electricité, 10 Avenue Pierre-Larousse, 92240 Malakoff, France.

The Fédération Internationale des Professeurs de Français (FIPF) will hold its 1975 convention in New Orleans December 26-31. It is being held in New Orleans to enable teachers of French to share in the American Bicentennial program. Themes for the conference will be North America

in the French literature of the 18th and 19th centuries; cultural crosscurrents between North America and French-speaking countries in the 19th and 20th centuries, plurilingualism and the teaching of French as a native, second, or foreign language, methodological approaches to the reading of literary texts, cultures and civilizations of the French-speaking world and the teaching of the French language. Position papers on these topics will be discussed at several workshops during the convention. For additional information contact American Association of Teachers of French (AATF), 59 E. Armory, Champaign, Illinois 61820.

The American Educational Research Association will hold its annual meeting March 30-April 3, 1975 in Washington, D.C. Those interested in presenting papers on sociolinguistics in relation to bilingual education are invited to contact Judith Gaskin, Department of Education, Clark University, Worcester, Massachusetts 01610.

The 4th Southwest Areal Language and Linguistic Workshop, to be held next Spring in San Diego, California, has issued a call for papers dealing with southwest linguistic research. Those interested in contributing papers should send an abstract to M. Reyes Mazon, Department of Education, San Diego State University, San Diego, California 92115.

In July 1974, an International Education Reporting Service (IERS) was established in Geneva, and is sponsored in part by UNICEF, USAID, and the Ford Foundation. The objective of IERS is to create a supply of information and educational innovations which will meet the needs of policy makers, planners, and administrators, particularly in developing nations. The regional offices of the supporting agencies and UNESCO's International Bureau of Education will be associated partners in the Service.

The IERS documents and studies activities, processes the material for dissemination, and selectively diffuses the information—i.e. supplies ministries of education, other education agencies, projects, meetings, and conferences with documents prepared especially for their respective needs. Information is published in English, French, and Spanish in three categories: (a) reference material—indexes and bibliographies, (b) case material—studies and abstracts of documents or projects, and (c) popular materials—newsletters, state-of-the-art papers, etc. IERS also publishes a partially annotated monthly bibliography.

The National Criminal Justice Reference Service has recently released the results of a study conducted by the Department of Michigan State Police in East Lansing on "A Semi-Automatic Speaker Identification System." The report describes research done on a semi-automatic procedure which combined the use of a semi-skilled operator and a digital computer. Laymen without speech science training were able to identify speakers from voice samples by extracting a "speaker dependent" feature from voice imprints. The study demonstrates that these features can be identified, entered into a computer, and used in the decision-making process. The system had an error rate of less than one percent, provided the operator was not required to make a decision when he was uncertain. "Uncertain" responses occurred in 30 percent of the cases studied. Single copies of the report are available free from National Criminal Justice Reference Service, Law Enforcement Assistance Administration, U.S. Department of Justice, Washington, D.C. 20530.

## NSF COOPERATIVE SCIENCE PROGRAMS

The National Science Foundation (NSF) conducts cooperative exchange programs for senior scientists in the Republic of China (Taiwan), India, and Japan. Funding for travel and other projects in all areas of the sciences is available through these programs. Following is a brief description of each.

**U.S.-Republic of China Cooperative Science Program. Visiting Scientist Projects.** (1) Short-Term (five day to four week) visits. Support is provided to scientists travelling to East Asia for other purposes who need supplemental funds for

travel to Taiwan. (2) Intermediate-Term (one to three months) visits. Funding is available to those planning to engage in consultation, symposia, etc. (3) Long-Term (six month to one year) visits. Special attention is paid to programs for which Taiwan offers unique opportunities in the relevant science, including collaboration with Chinese scientists in existing research centers or in institutions which have active graduate programs.

**Cooperative Research Projects.** NSF is particularly interested in research on indigenous Taiwan geography and the socio-

See NSF—22, Col 1

See News Briefs—22, Col 2

describe alternative models to meet the need of major as well as minor language groups in the SFUSD, and will provide a statement on the interaction of the plan with existing court orders concerning integration.

In addition, the CAL report will

- Provide mechanics for the implementation of mandatory in-service training for teachers as well as for administrators
- Establish guidelines for the role to be played by on-site administrators
- Establish guidelines and criteria for the selection of a bilingual/bicultural teacher who can function in the program.
- Establish guidelines and criteria for the selection of a bilingual program
- Advance options and recommendations for the number of teachers and classified staff necessary for educational models and prototypes to be selected
- Develop a long-range plan for ongoing assessment of children in the program

In carrying out its work, the Center has assembled a team of specialists from throughout the country, including people familiar with the problems of the San Francisco schools and with the major languages spoken in the district. CAL staff and consultants have met extensively with school staff and Task Force members to secure input to the development of the plan. As components of the proposed plan are completed, these are submitted to the Task Force for comment and suggestions for revision. Once a final draft has been approved by the Task Force, it will be submitted to the district's Superintendent, Dr. Steven P. Moreno, and then to the school board for their approval. Current plans call for the completion of this work by the middle of December. The final document, as approved by the school board, will in turn be submitted to the court.

School districts around the country are watching with great interest what the San Francisco response to the court order will be. The ramifications of the *Lau vs Nichols* decision are far-reaching in that for the first time language has figured as a basis for a Supreme Court order regarding grounds of discrimination in education. A similar case has already been decided by the District Court in New York, and it can be anticipated that many more court challenges of a similar nature will soon be felt elsewhere. The San Francisco response will undoubtedly form a model which many other school districts will be able to adopt.

## dissertations in progress

### University of Colorado

*Sanctius' Linguistic Theory* Manuel Brevia  
*A Grammar of Biloxi* Paula F. Einaudi

### Columbia University

*The Linguistic Encoding of Spatial Information* Charlotte Linde.

### East Texas State University

*An Analysis of Black English in Black Poetry* Florine Dean.  
*A Survey of Studies of Black English and Their Pedagogical Implications* Dorothy Lanier

### Georgetown University

*Semantics and Aphasia* Sara Lee McKinney  
*Aspects of the Grammar of the Spanish Predicate Complementation* Jose Guillermo Mendoza

*A Sociolinguistic Description of Tobagonian English* David Jay Minderhout  
*A Study of the Attitudinal Effect of a Spanish Accent on Blacks and Whites in South Florida* Alberto Rey

*The Description of Lectal Variation by Variable Rules and Wave Models* William K. Riley  
*Contextual Constraints in a Transformational Grammar of Spanish* Sister Mary Rimbilas, O.P.

*The Acquisition of Children's Awareness of Language Differences* Marilyn Silver Rosenthal

*A Case Grammar of the Standard Japanese Language* Tsuyoshi Sasaki.

*A Sociolinguistic Perspective of the Medical Interview* Lucienne Skopek

*Some Attitudes Toward American Sign Language and Manual English Within the Deaf Community* Johnny Kathleen Smelz

*The Linguistic Situation of North Africa with Special Reference to Tunisia. A Study of Attitudes and Language Use Patterns* Paul B. Stevens

*Grammatical and Communicative Aspects of Javanese* Ignatius Suharno

*Pattern and Variation in Three Aspects of White Middle Class Speech in Detroit* Jennifer Sullivan

*A Case for an Audio-Visual Language Lab* Paula Sullivan

*The Verb in Modern Vietnamese: A Case Grammar Classification* Hguyen Huu Tri

*Contemporary Substitution in English of the Preterite for the Periphrastic Tenses in Describing Events in the Past* William T. Weir

*An Exploration of Dialect Interference in Composition* Marcia E. Whiteman

*Language Acquisition of Pre-School Deaf Children* Frances S. Woods

### Indiana University

*The Recension of Gruteldis: A Linguistic Com-*

*parison of Two Fifteenth-Century Manuscripts* Jeannette Clausen

*The Gothic Text of Ephesians: A Decipherment, Addition and Translation* Dennis DeLoof. 1974

*A Comparative Linguistic Analysis of Das Buch Zu Distillieren* Judith McAlister Hermann

*A Linguistic Analysis of the Early New High German Landrechtbuch* Arthur Sachs 1974.  
*The Prefix un- and Related Forms in English, Dutch and German Word Formation* Donald Shaffer.

### The University of Kansas

*A Phonology and Morphology of Songish: A Dialect of Strathis Salish* Yolanda Raffo

*Theoretical Aspects of Eskimo Phonology.* Robert N. St. Clair June 1974

*An Applied Generative Phonology Past Tense Morphology in English* Michael D. Smith  
*Studies in the Semantics of English Prefixation* Samuel L. Warfel

### University of Southern California

*Theme, Rheme, and Focus as Grammatical Universals* Philip H. Cook April 1973

*Syntactic Structures Used in Writing Composition by Some Mexican American Elementary School Children and Their Sociolinguistic Correlates* Edwin T. Cornelius.

*Automatic Recognition of Tones* Michael A. Earle

*Language and Context: Toward a Model of Psycholinguistic Competence* Terrence M. Flynn May 1974

*The Grammar of English Causative-transitivity.* Robert M. Hertz. December 1973

*A Sociolinguistic Study of Selected Vowel Changes in Los Angeles English* Lawrence A. Johnson March 1974

*Temporal Structure of Spoken Korean: An Acoustic Phonetic Study* Kong-On Kim. February 1974

*A Study of the Relationship Between English Language Proficiency and Academic Success* Benjamin D. Rude

### About Dissertations in Progress

In order for this column to present complete information on dissertations in a timely manner, we must rely on input from deans, department chairmen, and individuals. When making submissions, include name of the institution, title of dissertation, name of individual, date completed or expected completion, and advisor.

# CAL RESEARCH REPORT: 1

## ESOL ENROLLMENTS THROUGHOUT THE WORLD

by William W. Gage and  
Sirarpi Ohannessian

Few would dispute the importance of English as a world language today or its role as a language of wider communication among speakers of most other languages. In addition to some 275 million speakers for whom it is a native language in the British Isles, Canada, New Zealand, the West Indies, South and Central America, together with the United States, as well as smaller communities in some of the 'Anglophone' countries of Asia and Africa, there are many millions who have learned to communicate in English in virtually every country in the world. The present paper is an attempt at determining how many people may be studying English in the primary and secondary schools of the world today.

The number of these, especially in the developing countries, continues to increase. This is evident on two counts. First, there has been unprecedented increase in education since independence in virtually all such countries, and it can be safely assumed that English is taught at some level. In the school systems of most former British colonies English is used as a medium of instruction at least at some level. In other developing countries (such as Francophone Africa), its teaching as a foreign language appears to be on the increase. Second, increasing populations have added greatly to numbers in schools and the teaching of English has increased where facilities have been available. Perhaps one strong indication of the growing number of people in the world able to follow studies in English is the increase in the number of foreign students in the U.S. from about 48,500 in 1960 to about 146,000 in 1973. These students come from both the more and less developed countries.

In many of the former British colonies English is an official language at least for some aspect of the administrative system. For instance, in Tanzania, where the national official language is Swahili, English is still in use in the higher courts. In Zambia, on the other hand, it is the language used for virtually all aspects of the official life of the country, and it is the medium of instruction from grade 1 through university. In such countries patterns of multiple language use or "comple-

mentation" are developing, and may become stable. While a local *lingua franca*, such as Swahili, fulfills the function of a national language, the numerous home languages continue to function in daily face-to-face communication, and English is used in higher courts, higher education, or international relations.

In many other countries English holds a dominant position as a "library" language especially at the higher levels of education, and is the medium of instruction for certain fields at advanced levels. It is often used for international communication in the political and economic aspects of the lives of many countries. Even in such highly industrialized countries as Japan and those of Western Europe, English holds an important position as a world language of wider communication.

One of the recurrent questions addressed to the Center for Applied Linguistics is: "Approximately how many people in the world speak English today?" Any attempt to answer this question would have to consider what "speaking English" means. The mere fact that multitudes have received instruction in the English language cannot, of course, be taken as evidence that they are proficient in the language. The variables in the time allotted to learning the language, teacher competence, instructional materials, examination procedures, the use of English as a medium of instruction, its use in the politico-socio-economic background of the learner and other factors are so great and the problems in any assessment of proficiency in world populations so enormous that such figures, at best, are only approximations.

It is clear, however, that in most parts of the world, the principal efforts in foreign-language study take place in the secondary schools. This is often decidedly not the most effective foreign-language learning situation in a country, but it is usually so relatively massive as to outweigh other factors. Apart from the near neighbors of large English-speaking groups—particularly for the countries of western Europe—we must look to the school populations as furnishing the principal input of speakers of other languages capable of comprehending written and spoken English.

The only serious attempt so far to estimate the number of competent foreign language users produced by school instruction

is that by Richard B. Noss in *Language Policy and Higher Education in South-East Asia* (UNESCO—International Association of Universities, Joint Research Program in Higher Education, 1965). He presents evidence that the long-term effects of using a foreign language as a *medium* of instruction is to produce a useful command of the language in about one-third of the population who get into the school system, and that the effect of the general introduction of a foreign language as a *subject* (at least for all students above the earliest grades) tends to converge towards one-tenth of the population being reasonably competent in it.

Instead of tackling the vaster problem of estimating English abilities, we have tried to provide a rough estimate of the possible numbers of primary and secondary-school students receiving instruction in the language. We have tried, in each country, to find information on the levels at which English is taught, the duration of such teaching, whether English is used as a medium of instruction and, where possible, when other foreign languages are also taught in the system. We would like to put in a word of caution here, however. In spite of care and verification, such information is not always precise. For instance, although in a given country it may be stated that English instruction starts at a certain level, lack of teachers or textbooks or some other reason may prevent this happening in all schools. Also, schools that have the teachers and materials may start earlier than the stated time. We, therefore, do not claim complete accuracy in the information provided.

Work on this paper was planned and carried out in the summer of 1973. At first we attempted to obtain current information on the number of children learning English in primary and secondary schools from the cultural sections of embassies in Washington. After a number of attempts it became obvious that accurate and uniform information was not easily available either on the current situation or even on the last several years. We therefore decided that the best procedure would be to go back a few years and rely on published information for actual numbers enrolled in education systems, with percentages in grades where English is known or thought to be taught, and, with appropriate information,

project it to 1973 (The major source of information for this was the UNESCO *Statistical Yearbook*) For the state of English teaching in various countries we referred to documents produced by the British Council, especially their *Outline of English Teaching* In addition, a number of annual reports on the educational systems of various countries were consulted Information was collected on 106 countries in Africa, America, Asia, and Europe

The approximate world distribution of those studying English in schools is as follows Asia (excluding the USSR) 60,000,000, Africa 20,000,000, Western and Central Europe 15,000,000, Soviet Union 10,000,000; Western Hemisphere 10,000,000 The overall total is 115,000,000

The figures below represent the twenty-five countries with the largest enrollment in English in order of size of groups involved Together they represent 85.6 million students engaged in the study of English The largest, with 17.6 million, is India. The Philippines and the USSR follow with 9.8 and 9.7 respectively Although numbers are about the same in these two areas, a comparison of Tables 2

and 3 will show that English in the Philippines and the USSR is neither taught at all parallel levels, nor is it used as a medium of instruction in both countries.

India	17.6
Philippines	9.8
U S S R	9.7
Japan	7.9
Nigeria	3.9
Bangladesh	3.8
Republic of South Africa	3.5
West Germany	2.5
Malaysia	2.4
France	2.4
Indonesia	1.9
Mexico	1.9
South Korea	1.8
Pakistan	1.8
Kenya	1.7
Ghana	1.6
Brazil	1.6
Egypt	1.5
Quebec	1.5
Thailand	1.3
Formosa	1.2
Ceylon	1.2
Netherlands	1.1

Iran	1.0
Tanzania	1.0
Total	85.6

Tables 1 through 4 try to give details of how the estimates were arrived at Basically, no English speaking countries were included in the 106 countries in the continents of Africa, North and South America, Asia and Europe (Quebec was included in Canada, but the Channel Isles were left out of the European list.) The first column opposite the name of each country indicates our estimate of how many are enrolled in English classes. The other two columns indicate details of the level at which English is taught in primary and secondary schools, whether it is used as a medium of instruction, and so on

We would like to suggest, before concluding, that this type of assessment should be repeated periodically at intervals of three to four years We also suggest that it should include information on the teaching of other world languages such as French, Russian, and Arabic in order to assess world trends in the study of languages of wider communication

Table 1 Africa

Political Division	Millions enrolled in English classes	Status of English	
		Secondary Schools	Primary Schools
Algeria	15	90% 9-13	
Angola	01	x	
Botswana	09	m	x, m from 3
Cameroon	62	x, m in West	¼ E in East, m in West
Egypt	1.52	x	
Ethiopia	25	m	E from 5
Gambia	02	m	m
Ghana	1.56	m	x; m from 4
Guinea	04	x	
Kenya	1.66	m	m
Lesotho	20	m	x
Liberia	13	m	m
Libya	06	x	
Madagascar	11	x	
Malawi	39	x	x, m from 6
Mauritania	01	x	
Mauritius	20	m	m
Morocco	3		
Nigeria	3.88	m	x, m about 3
Senegal	05	x	
Sierra Leone	20	m	m
Somalia	03	x or m	1/3 E
Rep of S Africa	3.45	x	x
Rhodesia	71	m	x, 1/3 m
Sudan	15	E 7-9	
Swaziland	07	m	x; m from 5
Tanzania	96	m	x
Tunisia	04		
Uganda	83	m	x or m
Upper Volta	01	x	
Zaire	27	x	
Zambia	81	m	m

Table 2 America

<i>Political Division</i>	<i>Millions enrolled in English classes</i>	<i>Status of English</i>	
		<i>Secondary Schools</i>	<i>Primary Schools</i>
Argentina	1	E*	
Bolivia	.05	E*	
Brazil	1 60	E*	
Chile	2	E*	
Colombia	70	x	
Costa Rica	06	x	
Cuba	3	usually E	
Dominican Rep	04		
Ecuador	22	x	
El Salvador	04		
Guatemala	04		
Honduras	05	x	
Mexico	1 90	x	
Nicaragua	03		
Panama	05		
Paraguay	01		
Peru	65	x	
Puerto Rico	78	x	x
Quebec	1 46	x	x
Uruguay	02	E*	
Venezuela	1	E*	

Table 3 Asia

<i>Political Division</i>	<i>Millions enrolled in English classes</i>	<i>Status of English</i>	
		<i>Secondary Schools</i>	<i>Primary Schools</i>
Afghanistan	13	x	
Bangladesh	3 80	x	E from 4
Burma	77	x	
Cyprus	04	x	
Hong Kong	90	x, 2/3 m	E from 2
India	17 63	x or m	E from 3, 4, 5 or 6
Indonesia	1 90	x	
Iran	1 04	x	
Iraq	62	x	E from 5
Israel	4	E*	
Japan	7 9	80% E	
Jordan	18	x	E from 5
S Korea	1 84	x	
Kuwait	08	x	
Laos		some E	
Lebanon	69	1/3 E	1/3 E
Malaysia	2 44	x or m	x, some m
Nepal	21	m	E from 4
Pakistan	1 8	x	
Philippines	9 81	m	x, m from 2
Saudi Arabia	09	x	
Singapore	57	m or x	m or x
Sri Lanka (Ceylon)	1 16	x	½ E at 3, ½ E at 6
Syria	18	8-10, 80-90% E	
Taiwan	1 24	x	
Thailand	1 34	x	E from 5
Turkey	88	60% E	
S Vietnam	37	½ E	

Table 4: Europe

Political Division	Millions enrolled in English classes	Status of English	
		Secondary Schools	Primary Schools
Austria	.4	E*	E* from 5
Belgium	.8	E* from 8 or 9	
Bulgaria	.2		
Czechoslovakia	.5		E* from 7
Denmark	.4	x	E* from 6
Finland	.4		E* from 6
France	2.40	88% E	
W. Germany	2.5	E*	some E from 5
E. Germany	.4	E*	
Greece	.5	E*	
Hungary	.2	E*	
Iceland	.02		
Italy	.59	E from 9	
Luxembourg	.04		
Malta	.07	m	x
Netherlands	1.11	95% E	
Norway	.3		some E from 6
Poland	.6		
Portugal	.42		
Romania	.7		E* from 5
Spain	.37	20% E	
Sweden	.93	E from 7-9	E from 3
Switzerland	.50		
Yugoslavia	.33		
U.S.S.R.	9.73		50% E from 5

E = English; 2, 3, etc = grades; x = English throughout; m = English as a medium of instruction, E\* = English as one of several foreign languages

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# CHILD LANGUAGE NEWSLETTER

Editor: David Ingram

Vol. 1 No. 2

November 1974

## From the Editor . . .

The Child Language Newsletter will appear twice a year, in May and November, as part of the *Linguistic Reporter*. Please send news and suggestions to: David Ingram, Editor, *Child Language Newsletter*, Department of Linguistics, The University of British Columbia, Vancouver, B.C. V6T 1W5 Canada. The deadline for the next issue is February 10, 1975.

## Doctoral Research . . .

Lois Bloom of Teachers College, Columbia University, is currently advising several graduate students in doctoral research on language acquisition. Below are brief reports on each one. Three have been completed and three others are planned to be finished over the next two years.

### *The Role of Prosody and Syntactic Markers in Children's Comprehension of Spoken Sentences.* Margaret M. Lahey Completed 1972

The purpose of this study was to investigate the relative importance of the linguistic devices of English that signal relationships among words (i.e. prosody, syntactic markers, and word order) to children in determining the semantic relationships among words in complex sentences. A secondary purpose was to investigate whether prosody facilitated the use of order information.

For the first experimental task children acted out semantic relationships in sentences presented under four conditions: (1) order, prosody, and syntactic markers intact; (2) order and prosody intact, but markers eliminated; (3) order and markers intact, but prosody eliminated; and (4) order alone intact, with prosody and markers eliminated. For the second experimental task children ordered objects according to their order of mention in lists spoken with and without prosodic pattern.

Subjects included 54 children (27 four-year-olds and 27 five-year-olds) for the first experimental task and 56 four-to-six-year olds for the second task.

Center embedded, right branching, and coordinate sentences served as stimuli for the sentence comprehension task. The

*See Doctoral - 19, Col. 1*

## Child Language Research in Japan: Part 2

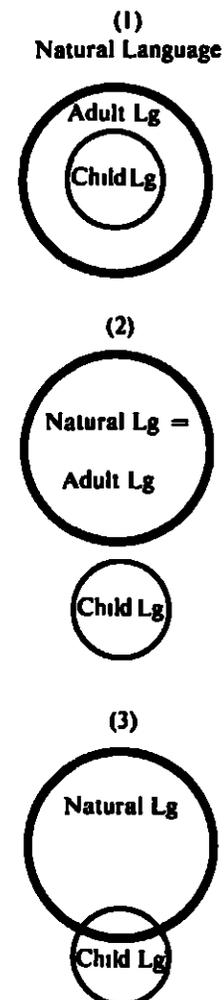
by Fred C. C. Peng, International Christian University

In the inaugural issue of *Child Language Newsletter* (May 1974), I briefly reported on the research activity of Mrs. Ai Ōkubo and Mr. Tarō Takahashi at the National Language Research Institute. I also specified that there would be other reports for the series, each being a self-contained entity confined to one research center (or project) at a time. This report, the second part of the series, will now be concerned with research activity at the International Christian University (ICU). I must add, however, that there is no favoritism in the ordering of appearances of my reports, each is presented as relevant data became available. The presentation of this write-up simply means that the team at ICU has progressed far enough in their research that I feel comfortable in saying a few words about their work.

The research team on child language at ICU consists only of part-time researchers, because each one of them is either a faculty member carrying a full-time teaching load or a staff member engaged in a full-time job. Currently, Fred C. C. Peng heads the team and is assisted by Mrs. Kazuko Harada and Mrs. Mieko Abe. Graduate and undergraduate students also take part in the analysis of data, some even help conduct interviews and assist in videotaping and tape-recording.

The research started formally two years ago (in 1972) and is continuing; informal research, however, had begun much earlier. The team has set up a four-year plan to last until 1976 after which there will be a change of plan and research strategy. The title of the research has been given two or three names on various occasions. Perhaps they can be consolidated for easy reference as follows: *A Comparative Study of Child Language: Comparison and Contrast of Differing Developments and Different Structures*. It has two aspects which are dictated to a large extent by the data base and the methodology Peng and his team employ; namely, cross-sectional and longitudinal. Only the first aspect will be reported this time.

One theoretical problem that haunts the team at ICU constantly is a question which they have not been able to answer satisfactorily. That is, what is a child language? Is it a subset of a natural language or is it a separate entity? They have taken neither view and come up with a third as follows.



Each view has its own weakness but none of them supports the definition that a language is an infinite set of sentences which can be found in TG paradigm today. That a new and adequate definition is badly needed seems rather obvious. In the meantime, an explication of the three views is in order.

The first view is weak in that it automatically implies that such unintelligible noises as babbling or anything between babbling and one-word utterances are part and parcel of a natural human (vocal) language. The second view is also weak, because the transition from one language to the other is too drastic. The third view, too, has its share of weakness in that the intersection is difficult to decide on. Is it determined by age or by structure? If by age, where is the ceiling—junior high, senior high, or voting age? If by structure, what are the criteria?

In the first aspect of the research, Peng and his assistants deal with children from kindergarten to junior high school, their choice of junior high school as the upper boundary of the intersection is arbitrary, but they have found some linguistic evidence that junior high school children in Japan do differ from their seniors in pronominal usages and kinship behaviors. Constructive criticisms of their view are hereby solicited. So far, they have managed to produce four articles: (1) *La Parole of Japanese Pronouns*; (2) *The Deaf and Their Acquisition of the Various Systems of Communication*; (3) *Sociolinguistic Patterns of Japanese Kinship Behavior*; and (4) *Kinship Terms in Child Language: An Anthropological Approach*.

The first article is concerned with pronouns used by children from three junior high schools in Tokyo; the second, with the problem of acquisition, innate or learned, regarding deaf children; the third, with terms of address for parents in five locations, i.e., Tokyo, Fukushima, Yanagawa, Matsue, and Sakai, among children of various ages and social backgrounds, and the fourth, with the cognition of four kinship terms, *onisan* 'older brother', *oneisan* 'older sister', *otōto* 'younger brother', and *imōto* 'younger sister', used by children from three to nine. A limited number of those articles, in either published or unpublished form, are available upon request. For information write: Fred C. C. Peng, I.C.U., 10-4, 3 chome, Osawa, Mitaka, Tokyo 181, Japan.

The last is probably of particular interest, because it challenges the generalizations expressed by Piaget (1928) and Danziger (1957). Several points are at issue, but two of them deserve some mention here.

One, Peng wonders why psychologists like Danziger often lump together kinship terms that are classified differently by anthropologists. For instance, Danziger

has *brother, sister, daughter, uncle, and cousin* in his test for 41 Australian children. He treats all of them equally, that is, each one carries the same weight in his tabulation, when in fact they are ethnologically and ethnoscientifically at variance with one another.

First, the term *uncle* is a term of both address and reference while the others are of reference only. In Peng et al research, they have found a significant difference between *onisan/oneisan* (which are terms of both address and reference) and *otōto/imōto* (which are terms of reference only). Second, *cousin* is the only term that is not in line with the principle of sex. Why does Danziger regard an answer like *a boy* as equally acceptable on the Categorical Level for questions like *What is a Brother?* and *What is a Cousin?* (1957:217-8)? Note that if the answer is a girl rather than a boy it becomes Precategorical for the term *brother* but remains Categorical for *cousin*. This is comparable to a multiple-choice test wherein the answer to one question must be *only A*, but the answer to the next question may be *either A or B*. If this is the case, the test has a built-in bias whereby the student is automatically guaranteed a 50 percent mark; all he does is take a shot and he can get from 50 percent to 100 percent, never a zero. Translated back to the kinship terms, *brother* and *cousin*, it means that Danziger's children can always score higher on *cousin* than on *brother*, whether they actually know the meanings or not. Third, while *cousin* is a term that has no matching terms along the principles of sex and generation, *uncle* contrasts with *aunt* in terms of sex, with *nephew* in terms of generation, and with *niece* in terms of both; likewise, *daughter* contrasts with *son* in terms of sex, with *mother* in terms of generation, and with *father* in terms of both. Age, of course, is redundant in the case of *daughter* and the others but is not so in the case of *uncle*, for there are nephews and nieces who are actually older than their uncle. But the same is not true of *brother* and *sister*, they contrast with each other in terms of sex only; age is not important here. Yet in the Japanese case age is absolutely necessary. So, how could kinship terms with such diversities be treated on an equal footing in the tabulation?

The second issue Peng et al raise is concerned with the so-called three brothers test (Binet-Simon test) which includes the sentence "I have three brothers (Paul, Ernest, and myself)" that has been widely regarded as absurd by logicians and

psychologists. Piaget suggests that "The three brothers test requires that the child should find a contradiction between the existence of three brothers in one family (Paul, Ernest, and myself) and the proposed judgment, . . ." (1928:74). He goes on to say that "In order to find this contradiction, the child must be able to distinguish between the point of view of the total number of the brothers and the point of view of the relation between these brothers" (1928:74). Peng points out, however, that these observations are true in English (and perhaps in French as well) but not necessarily so in Japanese (or Chinese, for that matter). Because of Piaget's Test One—How many brothers have you? and how many sisters?—is translated into Japanese for a similar test, instead of being an excellent confirmation of the value of the Binet-Simon test, one will find just the opposite. For a question like *kyodai nannin desu ka* or *kyodai nannin arimasu ka* "How many brothers and/or sisters have you?" will invariably get an answer that includes Ego, for instance, *sannin desu* or *sannin arimasu* 'I have three', *onisan* 'older brother' *to oneisan* 'and older sister' *to boku* or *watashi* 'and myself'. Is this then to be considered absurd? If so, by what and whose criteria?

The above comparison between English and Japanese kinship terms has in the research at ICU given rise to an interesting conclusion. "I have three brothers—Paul, Ernest and myself" is not as absurd, logically speaking, as has been asserted, if the child's position rather than the adult's position is taken into account. Researchers may just find that children in any language do go through a stage, in terms of development, during which Ego is counted in the total number of brothers and/or sisters, independently of the language they speak. English happens to make a further distinction between "We three are brothers—Paul, Ernest, and myself" and "I have three brothers—Paul, Ernest and myself" whereas Japanese and Chinese do not make such a distinction.

This conclusion, of course, must not be misconstrued to imply that English is more advanced or sophisticated than either Japanese or Chinese or that English speaking children who have learned to make the distinction are more logical in their reasoning than their Japanese or Chinese speaking counterparts. For it only means that as far as the terms, *brother* and *sister*, are concerned English excludes Ego in the total when the verb to *have* is used by Ego.

to count the number of his or her siblings, perhaps, this is a way in which the English language compensates for not making good use of age as an important factor in the differentiation of kinship terms for siblings.

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#### DOCTORAL— from page 17

order of lexical classes was the same within each sentence type (noun-verb-noun-verb-noun). Each of the types was recorded under each of the four conditions of presentation. Children were seen individually and instructed to act out each of the stimuli with toy animals. Responses were scored according to the number of semantic relationships correctly acted and the number of responses that violated constraints imposed by word order.

In the second experimental task children were asked to place animals in a line according to their order of mention on lists presented on a tape recorder. The length of the longest list accurately ordered under each condition was used as the score for that condition.

Responses to the sentence stimuli were differentially affected by sentence type, age group, and an interaction between condition of presentation and sentence type. The five-year-olds correctly acted out more relationships than the four-year-olds, but there was no age by type or age by condition interaction. Fewest correct relationships were acted out on right branching sentences while most were acted out on coordinate sentences. Condition differentially influenced responses only on the center embedded sentence type where significantly more correct relationships were acted out under conditions where markers were eliminated than the condi-

tion where markers were present and prosody was eliminated. On all types, responses with word order alone were never significantly lower than when prosody and/or markers were intact. Most children used the first animal named as the agent of both actions—a strategy that was appropriate for center embedded and coordinate sentences but not for right branching sentences.

It was concluded that the major linguistic cue used by these children was the order of words: the first noun was taken as the agent of both actions and the noun after each verb was taken as the object of that action. Neither prosody nor markers influenced this strategy except on the center embedded sentence type where the presence of markers without prosody appeared to have interfered with the effectiveness of the strategy.

Analysis of error responses that violated order constraints indicated no differences between conditions. It was concluded that the children did not use prosody for the recall and use of order information when processing these sentence stimuli. Prosody also had no significant influence on the number of objects that were accurately ordered according to a spoken list.

#### *Children's Understanding of Linguistic Reference to Past and Future* Lorraine Harner. Completed 1973.

The study investigated two- to four-year-old children's comprehension of linguistic reference to past and future times. The linguistic forms considered were verb tense and the terms *before*, *after*, *yesterday*, and *tomorrow* in order to compare comprehension of: (1) linguistic reference to immediate past or future action in relation to linguistic reference to more remote events; (2) verb tense in relation to the words *before*, *after*, *yesterday*, and *tomorrow*, (3) past reference in relation to future reference

Three comprehension experiments were conducted with two-, three- and four-year-old children. There were 30 children at each age level; each child received all three tasks. In Experiment I—Immediate Reference—verb tense and *before* and *after* were in phrases which referred to either immediate past or future actions. In Experiment I *before* was used in reference to an impending future action, and *after* was used in reference to a completed past action. The children had to choose between two sets of toys, each of which represented either the onset or completion of an action. Experiments IIA and IIB—Remote Reference—dealt with events which were one day re-

moved from the day of the testing. In Experiment IIA the terms used were verb tense and *before* and *after*. The child demonstrated his comprehension by choosing correctly either a toy he had used on the preceding day or a toy he would be able to use on the following day. In this case, *before* was used in reference to a past event; *after* was used in reference to a future event. In Experiment IIB the words *yesterday* and *tomorrow* were used. The child had to choose a toy from one of three sets of toys: toys from the preceding day, toys for the following day, and an additional set of toys which were played with on the day of the experiment and were referred to as "toys for this day"

In Experiment I—Immediate Reference—it was found that verb tense was generally better understood than *before* (future reference) and *after* (past reference); *after* was the worst understood term. Two-year-old children understood reference to immediate future (verb tense and *before*) better than reference to immediate past. There was a difference between comprehension of immediate and remote reference. In Experiment IIA—Remote Reference—the phrases with past verb tense and with *after* (future reference) were understood best. In Experiment IIB, *yesterday* was better understood than *tomorrow* by three-year-old children.

Understanding of linguistic reference to past and future events varied considerably, depending on the linguistic form used and on the situation in which it was applied. Two unpredicted findings were of particular interest. First, future verb tense was better understood in reference to immediate future than to a more remote future event. It was suggested that future tense may encode not only time of an action, but also another important aspect of the action, such as certainty or immediacy of intention to see the action carried out. Second, *before* and *after*, both of which could be used to refer to either past or future time, were each better understood when used to refer to the next event or action following the present. It was suggested that initially the terms are not understood relationally as ordering any two events with respect to each other. Instead, they each seem to be better understood in the context of future time or action, rather than past time or action.

#### *Bidialectal Skills of Black Children.* Elaine Lewnav. Completed 1973.

Bidialectalism is a term used to refer to the ability to use, productively and/or receptively, two dialects of a single language

Specifically, in this study the two dialects under investigation were Black American English (BAE) and General American or Standard English (GAE). Use of BAE has generally been associated with working class and poverty-level Black Americans. Use of GAE has generally been associated with middle class Americans, usually White, although its use by middle class Blacks is implied.

The literature has suggested that neither Blacks nor Whites are bidialectal, that is, neither has access to or facility in both dialects. Essentially, this generalization has been made based on the ability of poor, urban Black children to imitate linguistic features characteristic of the two dialects. Measures of comprehension have rarely, if ever, played a part in arriving at the generalization. Based on the assumption that Black children have facility in only one dialect—Black American English—some investigators have concluded that it is due to an interference of BAE in a GAE classroom that some Black children are failing in the schools.

The purpose of this study, then, was to investigate the bidialectal skills of Black children. This study differed from previous studies in the following ways. Subjects included children from lower educational backgrounds (LEB) and children from higher educational backgrounds (HEB). In addition to the traditional Sentence Repetition task, an Equivalence Judgment task and a Paraphrase task were also used.

It was hypothesized that the LEB group would have greater facility in BAE than the other two HEB groups, the Isolated (Is) HEB group would have greater facility in GAE than the other two groups, while the Integrated (In) HEB group would be placed somewhere between the two groups. Also, it was hypothesized that the LEB group would be better in BAE than in GAE; the Is HEB group would be better in GAE than in BAE; and that the In HEB group would have equal facility in the two dialects.

Sixty-nine subjects were included in this study: 25 children from higher educational backgrounds referred to in this study as Integrated HEB (economically integrated in that they live in neighborhoods and attend school with children of different economic status); 25 children from lower educational backgrounds who share neighborhood and school with In HEB subjects and referred to in this study as LEB, and 19 children from higher educational backgrounds who live in neighborhoods and attend school with children from similar

backgrounds, referred to in this study as Is HEB. All subjects were Black, American-born children.

The data were analyzed to test the formulated hypotheses and the following conclusions were drawn:

1. Children from lower educational and integrated higher educational backgrounds were better able to imitate linguistic features given in Black American English than in General American English; however, they imitated a majority of the features from both dialectal presentations.

2. Children from Isolated higher education backgrounds were equally able to imitate linguistic features from BAE and GAE; they also imitated a majority of the linguistic features from the two dialectal presentations.

3. Children from Is HEB were able to imitate BAE linguistic features as well as children from the LEB and In HEB groups. They were superior to the other two groups in imitating features in GAE.

4. Children from LEB and In HEB were as likely to maintain linguistic features when paraphrasing selections presented in BAE as in GAE, also, they remembered as many details from selections presented in one dialect as in the other. These two groups performed very similarly to each other in the maintenance of features and recalling of details.

5. Children from Is HEB maintained more linguistic features when paraphrasing selections presented in GAE than in BAE. However, they remembered as many details from selections presented in one dialect as in the other. This group also maintained a similar number of BAE linguistic features in paraphrasing as the other two groups. But they maintained more GAE linguistic features while paraphrasing than the other two groups.

6. The Is HEB group remembered more details while paraphrasing than either of the other two groups regardless of which dialect the selection was presented in. Although not objectively analyzed, it is suggested that this superiority may be related to differences in cultural values and experiences.

7. All differences between the Is HEB group and the other two groups in imitation and paraphrasing were accounted for only by the GAE presentations.

8. Children from all three groups had more difficulty judging the equivalence of paired BAE-GAE sentences when meanings did not have the same meaning than when they did. Children from the Is HEB group were better able to judge

nonequivalent sentences than children from the LEB group, the In HEB group did not perform significantly differently from either of the other two groups. The differences were primarily accounted for by the nonequivalent sentence pairs.

9. Results from different tasks may require different interpretations when investigating bidialectalism. The Repetition, Equivalence Judgment, and Paraphrase Tasks may each assess very different abilities and different levels of linguistic complexity.

*The Development of Form and Meaning in the Language of Hearing Children of Deaf Parents.* Naomi Schiff. Expected completion June 1975.

The purpose of the present study is to evaluate the early language development of five hearing children from deaf homes. It is the specific intention of this study to investigate the relationships between these children's language development, maternal communication, and various other aspects of their environment. The meaning and form of children's messages will be studied in terms of the relative effects of (a) sign language, (b) unintelligible and limited speech from the mother, and (c) normal speech and language from the environment. The children's communication attempts will be assessed for the information and the cognitive notions they encode in sign and orally, and compared with what is now known about the form and meaning of the early utterances of children growing up in normal environments.

*The Development of the Linguistic Expression of Causal Relations.* Lois Hood. Expected completion June 1975.

The proposed research will attempt to trace the development of the expression of causal relations in the speech of young children. Three aspects of language development will be examined: (1) semantics—what kinds of causal relations are the first to emerge in spontaneous speech, (2) syntax—what specific linguistic forms are used to code these relations, and (3) function—in what contexts are these relations expressed, i.e., in spontaneously commenting on an event, in spontaneously asking a causal question, or in responding to an adult's causal question. The major objective of this study is to trace the development of the semantics, syntax, and function of causal utterances and the interrelations among these three aspects of language development. Two other factors will also be considered. (1) The development of discourse relations will be examined through an analysis of the interaction

among (a) the spontaneous expression of causal relations, (b) why questions asked by the child, and (c) the child's answers to why questions by an adult. (2) The effect of the linguistic environment will be examined through an analysis of the formal characteristics of causal utterances to the child.

*Language Acquisition among Kaluli Children in New Guinea* Bambi Schiefelbin. Expected completion 1976.

This field study among the Kaluli of the Papuan Plateau will investigate first language acquisition by children in a small scale, preliterate society. It will be based on naturally occurring verbal behavior in relation to context. Several children will be followed (for approximately 16 months) who have begun to use language. Audio and video tape records will be collected systematically. The research will focus on three main problems: (1) How the child encodes his experience in language; (2) The role of parent-child and peer group speech interaction, and (3) The nature of the relationship between the child's development of verbal and nonverbal patterns of communication.

*Nominal and Pronominal Encoding in First and Second Language Acquisition* Patsy Lightbown. Expected completion June 1976.

The proposed research will explore the relationship between first and second language acquisition in early childhood with the goal of providing the first detailed description of the interaction between the two kinds of language learning based on an analysis of recorded speech samples from the same children learning first their native language and then a second language. It is predicted that very young children learning a second language after they have gained some proficiency in the first will begin with the hypothesis that the grammatical rules for constructing sentences which they are currently using can be applied directly to the second language. A longitudinal study of successive first and second language acquisition by a group of French-English and English-French bilingual children in Montreal will provide the data for testing this prediction.

### Meetings and Conferences . . .

A Conference on Language Input and Acquisition sponsored by the Committee on Sociolinguistics of the Social Science Research Council (SSRC) was held September 6-8 at the American Academy of Arts and Sciences in Boston, Massachusetts.

After opening remarks by Roger Brown

(Harvard), papers and research reports were presented exemplifying three different approaches. Experimental studies of modifications in the speech addressed to young children, characterizations of baby talk registers in various languages, and cross-cultural interaction studies of language socialization.

Overview papers on these three approaches were presented, respectively, by Catherine Snow (Amsterdam), Charles Ferguson (Stanford) and Ben Blount (Texas), the organizers of the conference. Of the other presentations, eight reported on English, and one each on Dutch, Latvian, Berber, Kipsigis, and American Sign Language. Three discussants, Susan Ervin-Tripp (UC Berkeley), Henrietta Cedergren (Montreal), and Alan Grimshaw (Indiana), commented critically in response to the papers and introduced linguistic and sociolinguistic perspectives not emphasized by the other participants.

In several respects the conference was different from other psycholinguistic conferences: most of the participants were women (many mothers), with consequent shifts in conference language behavior. Field anthropologists and experimental psychologists talked about the same data around the same table. Everyone recognized the existence of systematic modification of adult speech in addressing infants. Many participants were convinced of the importance of interactional patterns and discourse rules in language development.

The data presented helped to clarify the limits of universal vs. cultural and individual phenomena in the adaptation of speech to children, but the participants recognized the problem of determining the relationship between such "tailored input" and the actual language development of the child. Recent research has still shed little light on the relationship, and the inadequacy of frequency data alone was discussed, given the possibility of threshold or triggering phenomena. Speakers at the conference struggled also with the problem of understanding the nature of registers and interactional patterns—what they are, how they are acquired, and their relation to language development in general. Finally, the relation of input research to the analysis of linguistic variability and notions of simplification was seen as a challenging area for exploration.

No decisions have been made about publication of the papers and discussions of the conference, but the SSRC Committee will probably recommend that a selection of the conference presentations be

published in a single volume. Participants and observers were E. Andersen, U. Bellugi, B. Blount, P. Broen, R. Brown, J. Brukman, J. Bynon, H. Cedergren, L. Cherry, E. V. Clark, T. Cross, J. De Villiers, P. De Villiers, S. M. Ervin-Tripp, C. A. Ferguson, O. Garnica, T. van der Geest, R. Gelman, J. Berko Gleason, A. Grimshaw, S. Harkness, M. Holtzmann, D. Jenness, C. Johnson, E. Newport, D. Ruke-Dravina, J. Sachs, M. Shatz, C. Snow, A. Stein, J. Irvine, S. Weintraub, and D. Wills.

### In Brief . . .

The last issue of the *Newsletter* announced that the *International Symposium on Child Language* would meet in Edinburgh, August 20-22, 1975. Due to unexpected problems, the University of Edinburgh has withdrawn its sponsorship of the meeting. The International Association for the Study of Child Language is still interested in holding the Symposium this summer, and is currently considering other possible sites. If no arrangements can be made, the meeting will be postponed for one year. By the time of the next *Newsletter*, there should be more information on the final arrangement.

The University of Chicago has recently formed a *Committee on Cognition and Communication*. The Committee offers full financial support to qualified students whose special interest is in developmental psycholinguistics. Included in the training is the equivalent of a masters degree in linguistics, together with extensive preparation in cognitive psychology. A joint Ph.D. with the Department of Linguistics also is possible. The faculty of the Committee on Cognition and Communication includes: Robert Butler, Eric Hamp, Eckard Hess, Janellen Huttenlocher, David McNeill, Joseph Wepman, Victor Yngve, Starkey Duncan, Jr., Michael Silverstein, Daniel G. Freedman, Kenneth Kaye, William Marslen-Wilson, Lance Rips, and Dale Terbeek.

Students with preparation in linguistics or psychology or both are invited to apply. For information write Dr. Starkey Duncan, Jr., Chairman, Committee on Cognition and Communication, University of Chicago, 5848 University Avenue, Chicago, Illinois 60637.

For additional sources of child language literature, see the "Child Language Bibliography" in the October issue of *The Linguistic Reporter*.

## NSF— from page 11

economic structure of the country, but other areas of research will be considered. Projects of other NSF divisions, government agencies, nonprofit organizations, universities, and other groups may be considered relevant to the Cooperative Projects Program

**Seminar Projects** Support will be extended for seminars on any appropriate scientific topic, including science education Seminars can be held in either the U.S. or Taiwan

Applicants for any of the above projects must be U.S. citizens with at least five years of postdoctoral experience in any branch of the sciences For more information write U.S.-Republic of China Cooperative Science Program, NSF

**U.S.-India Exchange of Scientists Program.** NSF and the Council of Scientific and Industrial Research (CSIR) in New Delhi, India administer this program It 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. For more information write India-U.S. Exchange of Scientists Program, NSF.

**U.S.-Japan Cooperative Science Program.** Conducted under the auspices of NSF and the Japan Society for the Promotion of Science, this program was established to provide high quality, harmonious, and effective scientific cooperation

**Cooperative Research Projects** Proposals for cooperative research must be submitted to the appropriate agency in each country one to the Japan Society for the Promotion of Science presented by a Japanese scientist, one to the NSF presented by an American scientist A project may be brought under this program if funds are available from a source other than the implementing agency in either of the countries.

**Scientific Seminars** Seminars may be conducted on any scientific subject involving small groups of American and Japanese scientists meeting in Japan or the U.S. for the purpose of exchanging information and ideas

**Visits to Japan** NSF is particularly in-

terested in American research scientists working for extended periods of time in Japanese laboratories. Duration of visits is from six months to one year American applicants must include assurance that the Japanese laboratory can accommodate them More details may be obtained from U.S.-Japan Cooperative Science Program, Office of International Science Activities, National Science Foundation, Washington, D.C. 20550.

## NEWS BRIEFS— from page 11

A new language, Paku, is now being heard some Saturday mornings on NBC's *Land of the Lost* series The language was developed for NBC by Victoria Fromkin of the University of California at Los Angeles in response to the desire on the part of several network officials to have a "real" language for the Pakuni, a race of monkey people who appear on the series According to Dr. Fromkin, Paku is a systematic language which conforms to all the constraints known for a human language. It is hoped that, by listening to an actual but totally unfamiliar language, children viewing the series will become aware of the language learning process as well as of how language is structured

The National Science Foundation has opened a "Western Projects Office" in San Francisco The new office will identify and define areas of national need for which research is required, assist in establishing and using RANN research projects in the public and private sectors; develop working relations with industry, universities, state and local governments and Federal field offices in the western U.S.; manage assigned research projects, and ensure application and dissemination of research results

The Linguistic Association of Canada and the United States (LACUS)/Association linguistique du Canada et Etats Unis (ALCEU) has recently been formed With its membership now at 100, LACUS/ALCEU is dedicated to theoretical pluralism and to the complementarity of theory and data, as well as theory and practical applications Executive members of LACUS/ALCEU are Robert DiPietro (Georgetown University), Jean-Luc Garneau (Lake Forest College), J. Peter Maher (Northeastern Illinois University), Adam Makkai (University of Illinois at Chicago Circle), Peter A. Reich (Univer-

sity of Toronto), and Royal Skousen (University of Texas at Austin). The Association plans to hold annual meetings, with the first one being held August 18-21, 1974 at Lake Forest College. For more information and membership applications write LACUS, POB 101, Lake Bluff, Illinois 60044

The School of Celtic Studies of the Dublin Institute for Advanced Studies will hold a Summer School in Irish Language and Literature July 6-26, 1975. Intended primarily for foreign students, courses offered will include Modern Irish (elementary and advanced), Classical Irish, Old Irish (elementary and advanced), Irish Literature, Early Irish Society, Irish Folklore, and the Historical Development of the Irish Language. For further information contact: The Director, Celtic Studies Summer School, Dublin Institute for Advanced Studies, Dublin 4, Ireland

The Michael Pupin Symposium on the contributions of Yugoslav Americans to the American heritage was held October 4-6, 1974 at Columbia University The conference was sponsored by the Columbia University School of International Affairs and the Pupin Physics Laboratories, in collaboration with the Association of Yugoslav Universities Some of the panel discussions focused on the sociolinguistic aspects of the topic—i.e. problems of language maintenance, language loyalty, and the role of ancestral language in the lives of Yugoslav Americans.

The Conference on College Composition and Communication (CCCC) has published a special issue of *College Composition and Communication* featuring "Students' Right to Their Own Language" The issue is a result of a CCCC resolution on language adopted by it in April 1974 The resolution affirms "students' right to their own patterns and varieties of language—the dialects of their nurture or whatever dialects in which they find their own identity and style" This special publication is a compilation of articles treating the problem of teaching composition and communication while responding to the variety in students' dialects The journal includes the resolution itself, a background statement, and a bibliography of sources It is available from National Council of Teachers of English, 1111 Kenyon Road, Urbana, Illinois 61801 Prices furnished upon request

# grant and fellowship deadlines

Organization	Program	Details in Reporter	Deadline
AAUW	<i>Dissertation Fellowships</i>	Oct , p 10	Jan 2
	<i>Postdoctoral Research Grants</i>	Oct , p 10	Jan. 2
ACLS	<i>Study Fellowships</i>	Sept , p 1	Nov 1
	<i>Grants-in-Aid.</i>	Sept , p. 1	Feb 15
	<i>Travel Grants to Conferences Abroad</i>	Sept , p 1	Feb. 15, June 15, Oct 15
	<i>Grants for Research on South Asia</i>	Sept , p 1	Dec. 2
	<i>Grants for East European Studies (Postdoctoral)</i>	Sept , p 1	Dec 31
	<i>Travel Grants to International Conferences Abroad on East European Studies</i>	Sept , p 1	Feb 15.
American-Scandinavian Foundation	<i>Graduate Fellowships</i>	Nov , p 6	Dec 1
APS	<i>Grants to Postdoctoral Scholars</i>	Sept , p. 5	Dec 13, Feb 7, April 11, Aug. 8
ARIT	<i>Postdoctoral Fellowships</i>	Sept., p 4	Dec 31
Belgian American	<i>Study and Research Fellowships</i>	Oct , p 10	Jan 31
Ford Foundation	<i>Graduate Fellowships for Minorities</i>	Nov , p. 7	Jan 5
Humboldt	<i>Humboldt Research Fellowships</i>	Feb , p 4	Open
IREX	<i>Grants for Research in Eastern Europe</i>	Sept , p 4	Nov 15
	<i>Grants for Research in the Soviet Union.</i>	Sept , p. 4	Nov 1
	<i>Summer Exchange of Language Teachers (USSR).</i>	Sept , p 4	Dec. 1
	<i>USSR Travel Grants in the Social Sciences</i>	Sept , p 4	Open
	<i>Ad Hoc Grants to Promote New Exchanges</i>	Sept , p. 4	Dec 31, March 31, May 31
	<i>Grants for Collaborative Projects</i>	Sept , p 4	April 30, Oct. 31
Kosciuszko Foundation	<i>Doctoral Fellowships</i>	Dec , p. 4	Jan 15
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	<i>Research Grants</i>	Sept , p. 4	Nov 18
	<i>In Residence for College Faculty</i>	Sept , p 5	Nov 18
	<i>Summer Seminars for College Teachers</i>	Sept., p 5	Feb 17
NIMH	<i>Research Project Grants</i>	April, p 6	Feb 1, June 1, Oct. 1
	<i>Program Project Grants</i>	April, p. 6	Feb 1, June 1, Oct. 1
	<i>Small Grants.</i>	April, p 6	Feb 1, June 1, Oct 1
	<i>Special Grants</i>	April, p 6	Open
NSF	<i>Doctoral Dissertation Grants</i>	Jan , p. 5	Open
	<i>RANN</i>	Nov , p 6	Open
	<i>U.S -Republic of China Cooperative Science Program</i>	Nov , p.11	Open
	<i>U S -India Exchange Program</i>	Nov , p 22	Open
	<i>U S.-Japan Exchange Program.</i>	Nov , p 22	Open
SSRC	<i>Grants for African Studies</i>	Nov , p 6	Dec 2
	<i>Grants for Japanese Studies</i>	Nov , p 6	Dec 2
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	<i>Grants for Research on the Near and Middle East</i>	Nov , p 6	Dec 2
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	<i>Predocctoral Research Fellowships (Africa and the Middle East)</i>	Nov , p 6	Nov. 1
	<i>Predocctoral Research Fellowships (East, South, and Southeast Asia)</i>	Nov , p 6	Nov 1
	<i>Research Fellowships in Latin America and the Caribbean</i>	Nov., p. 6	Nov 1
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	<i>Inter-American Research Training Seminars in Latin America and the Caribbean</i>	Nov , p 6	March 1
	<i>Predocctoral Research Fellowships (Western Europe).</i>	Nov p 6	Nov. 1
	Woodrow Wilson	<i>Doctoral Fellowships</i>	Sept , p 5

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## 1975 HEW Appropriation Still Stalled in Congress

On October 18th, President Ford signed the widely-publicized and highly controversial Continuing Resolution to fund HEW and other government agencies. Although the House Appropriations Committee was able to come up with the temporary compromise on aid to Turkey, HEW, NIE, and the Labor and Agriculture Departments are still extremely apprehensive over the dollar situation

The funding—under a 1975 Labor-HEW appropriation (H.R. 15580) and a supplemental (H.R. 16900)—will still be bound up in conference when the Congress returns after election. At recess time, some monies had been appropriated for Environmental Education, Right to Read, Follow Through, Educational Broadcasting, and Vocational Education. NIE remained at "no funds" on the Senate side.

Among the budget problems facing HEW after election is the fact that the Senate has told the Department to be more explicit. In January, HEW will have to submit detailed information down to the program level on the end purposes, activities, and stage of evolution of every program for 1976. Recognizing the bureaucratic government red tape, this could be a complicated and costly undertaking for HEW—only to lose the battle in the end. Of course, it remains to be seen how the loss of some incumbent seats will affect the final outcome.

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## Linguistic Research Topic of NSF Workshop

Linguistic research and its extramural support was the subject of a workshop held at the National Science Foundation (NSF) October 24-25. Participants were William Bright, University of California, Los Angeles; Jean Gleason, University of Boston, Henry Hoeningwald, University of Pennsylvania; Dell Hymes, University of Pennsylvania, D. Terence Langendoen, City University of New York, Donald Walker, Stanford Research Institute, and William S-Y Wang, University of California, Berkeley.

Organizational representatives attending were Arthur Abramson, Linguistic Society of America; Elinor Barber, Ford Foundation; Alan Bell, NSF, coordinator of the workshop;

Wayne Herron and Niles Bernick, National Institute of Mental Health; Geraldine Otremba and Susan Mango, National Endowment for the Humanities; Richard Thompson and Julia Petrov, Office of Education, and Rudolph C Troike and Diana Riehl, Center for Applied Linguistics

Discussion concentrated on three topics—overall support for linguistic research, the distribution of NSF support to date, and orientation of future NSF support with respect to developments in the field.

Total annual extramural support was estimated to be about \$12 million for basic and applied research, not including fellowships and training

See NSF-17, Col 2

## CILT CONFERENCE ON LANGUAGE USE

"Languages for special purposes" has become a familiar enough term during the past few years to denote courses in foreign languages for those adults who are less concerned with furthering their general education than with acquiring skills in languages directly related to their work. In July 1974 the Centre for Information on Language Teaching and Research (CILT) in London convened a conference to take stock of the present situation, examine the state of current theory, and make some assessment of practical programs

The conference participants realized that apart from clarifying the use to which the language is to be put in terms of occupation or context (e.g. engineering, catering, air transport), any specialized aim needs also to state the level at which the learner will work (e.g. factory floor supervision, hotel management, airline booking clerk). The problem then is to produce appropriate teaching ma-

terials. Adult learners are often in a hurry and may assume that because their aims are specific, the amount to be learned is thereby restricted and the time required is shortened.

It was also noted that defining specialized aims is easier than specifying their corresponding linguistic requirements. Much depends on the level from which the learner starts and this includes his previous knowledge of the specialist field (such as chemistry or engineering) acquired through his mother tongue. In recent years linguists have attempted to describe the characteristics of languages when employed in defined contexts—whether occupational or intellectual—and terms such as "special register," "langue de spécialité," "restricted language" have sometimes suggested to the naive or unwary that there may be short cuts to high performance within limited fields which bypass the more "general" language. Because

See CILT-8, Col. 3

# linguistic terminology

by Peg Griffin

[Peg Griffin is a member of the senior staff of the Center For Applied Linguistics]

Variable rules attempt to account for patterning in language. Any linguist views language behavior as patterned to some degree and in some fashion. Most current grammarians attempt to account for this behavior in terms of an abstract rule system which will most economically predict all and only those patterns which do occur. Chopping the object of study, language, into manageable pieces for purposes of analysis is obviously defensible on practical grounds. However, any chopping needs to be defended on theoretical grounds, since different segmenting may derive from different views of the nature of language. Hence, there are many discussions about the assumed "levels" or "components" of a grammar and about the interplay or autonomy of syntax and phonology, of semantics and syntax, of pragmatics and any of the preceding.

Discussions about variable rules address two other chopping decisions. First, where is the patterning embodied? Is the ideal speaker-hearer of a homogeneous speech community a necessary and defensible construct for a grammarian? Does a linguist have to limit himself to a more concrete individual in an actual heterogeneous community? Does a grammar have to account for patterning which is evident in the speech community as a group or in the language system as a

whole? Second, how much and what kind of patterning has to be accounted for? Does a grammar work best if it only employs categorical rules that deal with discrete categories, and that are clearly delineated processes? Does a grammar have to deal with non-discrete categories and with rules that apply more or less often under certain circumstances (including language and non-language events)?

Users of variable rules agree that patterning of the non-discrete more-or-less type is an interesting linguistic question, that variation is an inherent part of the nature of language, that this type of patterning is not qualitatively different from the categorical type represented by categorical rules. Some disagreement is evident about where such patterning is embodied, about the details of representing variable rules, and about the claims implicit in variable rules regarding the nature of an individual speaker-hearer's competence.

## WHAT

First, here are some "nots" that bear emphasizing: a variable rule is not a third type of rule to be added to the present roster of categorical and optional rules. It is not only phonological, although much of the published literature deals with phonological processes. A variable rule is not meant to be a purely descriptive device or an element of a theory of performance unrelated to linguistic competence. Variable rule analysis does not reject abstraction from performance data

or normal linguistic argumentation and evidence-gathering procedures.

Variation analysis sees rules formerly termed categorical, as variable rules whose variable character is minimal or non-existent. They apply just about always if their well-defined and invariant structural description is met in a derivation. Rules formerly termed optional, on the other hand, are seen as variable rules whose variation pattern has not yet been adequately specified, perhaps because it is assumed to shed no light on the nature of language.

Variable rules can show variation in the structural description and/or in the process involved in the rule. In a rule like the following:

$$\begin{array}{ccc} X & a & Z \\ 1, & 2, & 3 \\ 1, & j, & 3 \end{array} \Rightarrow$$

a variety of strings may meet the general description "X a Z" and a variable rule will indicate characteristics that make the string more or less likely to be affected by the rule. The variation may be in the element that changes *a* or in the surrounding context *X . . Z* or both. There may also be variation in the realization of the changed element represented above as *j*. The variable rule representation might look like this:

$$\begin{array}{ccc} \langle X \rangle & \langle a \rangle & \langle Z \rangle \\ X_1 & b & Z_1 \\ X_2 & c & Z_2 \\ \emptyset & X_3 & \end{array} \Rightarrow \begin{array}{ccc} 1, & 2, & 3 \\ 1, & \langle j \rangle & 3 \\ & k & \\ & l & \\ & \emptyset & \end{array}$$

That is, different kinds of X's and Z's have different strengths to trigger rule application; some kinds of elements (a, b, c) undergo the rule more readily than others, and the resulting change (j, k, l,  $\emptyset$ ) can also vary.

Among variable rule users, different procedures are used for discovering the variable strength of the elements within each position and the relations of strength among the positions. Nota-

See Terms-17, 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 Editors: Marcia E. Taylor and Diane Bartosh. Annual subscription, \$4.50; air mail, \$9.50 as of Volume 17. (Individuals faced with currency restrictions or similar limitations are invited to write to the Editor.) Editorial communications, advertisement inquiries, 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.

# linguists wanted

**Northern Illinois University** has a vacancy for an assistant professor in the areas of English linguistics and Thai for the academic year 1975-76. Candidates should hold the Ph.D. and have teaching experience. Send resumes to William R. Seat, III, Acting Chairman, Department of English, Northern Illinois University, DeKalb, Illinois 60115.

**The English Language Institute of the University of Michigan** is seeking three assistant professors beginning September 1975. Applicants must have completed the doctorate, have experience in teaching or research in English as a second language, and/or expertise in particular areas related to the individual positions. For more details on the specific positions write: H. Douglas Brown, Acting Director, English Language Institute, University of Michigan, Ann Arbor, Michigan 48104.

**Oklahoma City University** is accepting applications for the position of Associate Dean for Humanities. Duties involve major administrative responsibilities and teaching. Candidates must hold the Ph.D. in one of the humanities, have experience with interdisciplinary education, and administrative ability. Letters of interest should be sent to John W. White, Jr., Dean, College of Arts and Sciences, Oklahoma City University, Oklahoma City, Oklahoma 73106.

**Florida International University** is interested in filling the post of vice provost. The position includes major administrative responsibilities for the campus including curriculum planning, overseeing the quality of instruction, and recruiting and appointing faculty. Applicants must have a doctorate, teaching and research experience, and administrative capability. Contact: Milton Byrd, Provost, Florida International University, Tamiami Trail, Miami, Florida 33144.

**The University of Minnesota, Minneapolis** is seeking an assistant professor to teach Sanskrit at all levels. The

Ph.D. is required with competence in Hindu religion, its texts and religious or philosophical tenets, and Indo-Iranian philology. Resumes should be sent to: M. A. R. Barker, Chairman, Department of South Asian Studies, 192 Klæber Court, University of Minnesota, Minneapolis, Minnesota 55455.

**The University of Colorado, Colorado Springs** anticipates an opening in Spanish for the academic year 1975-76. Candidates must hold the Ph.D., specialize in modern Latin American literature, be able to teach French, possess a current secondary education certificate, and present evidence of publications and/or research in Latin American or Mexican literature. Applications should be addressed to: D.R. McKay, Chairman, Department of Foreign Language and Literature, University of Colorado, Colorado Springs, Colorado 80907.

**The University of New Mexico** expects an opening in the Department of Linguistics for the coming academic year. The Ph.D. in training and sociolinguistics and/or southwestern languages is desirable. Address inquiries to: Chairperson of Search Committee, Department of Linguistics, University of New Mexico, Albuquerque, New Mexico 87131.

**The Dunkirk Public School District, Dunkirk, New York** is accepting applications for two positions for a five year program in bilingual education. Candidates applying for the positions of bilingual Program Director and Curriculum Materials Specialist should have elementary training or experience, bilingual education training or experience, speak Spanish and English, have administrative experience, and have knowledge of bilingual materials. Letters of application should be sent to: Leon D. Price, Principal School Three, 701 Lamphere Street, Dunkirk, New York 14048.

**The New York State Department of Education in Albany** is seeking two

associates in bilingual education. Applicants must have a Masters Degree in ESL, bilingual education, or Spanish language education and six years of experience in one of these areas. Positions are provisional pending Civil Service examinations. Send two copies of resumes to: Maria Ramirez, Coordinator, Bilingual Education Unit, New York State Education Department, Room 761, Albany, New York 12223.

**Queens College** is accepting applications for the position of assistant professor of linguistics. Applicants should have a Ph.D. or A.B.D. and ability to teach both ESL and ESL methods. Address resumes to: S. Krashen, Chairman, Search Committee, Department of Linguistics, Queens College, Flushing, New York 11367.

**Teachers College, Columbia University** has an opening for a one term terminal appointment for a visiting instructor or assistant professor. Beginning January 1975, the position requires specialization in TESOL methodology and knowledge of TESOL materials. Address inquiries to: John Fanselow, TESOL Coordinator, Box 185, Teachers College, Columbia University, New York, New York 10027.

**The University of Florida** is accepting applications for the position of director of the interdepartmental program in linguistics. Interested linguists should be professors or associate professors, have a strong publication background, and some administrative experience. Contact: Jean Casagrande, Chairman, Search and Screen Committee, Program in Linguistics, 478 Grinter Hall, University of Florida, Gainesville, Florida 32601.

**The Bilingual/ESL Center of New Holland, Pennsylvania** has several vacancies in the area of bilingual education. Positions currently open are for a bilingual reading specialist, bilingual guidance counselor (Spanish-English), and test developer. For more information write: Carolyn W.

See *Linguists*—16, Col. 1

The National Endowment for the Humanities (NEH) has established a Research Tools Program. This program is designed to support the production of basic research reference works—bibliographies, atlases, dictionaries, catalogues—with the purpose of helping the various disciplines create the basic tools necessary to support humanistic research in the U.S. The aim is to support those projects which promise to open up research in whole new areas rather than to support aids for the study of a narrow subject. Tools for general disciplines will be favored. Organizations may submit more than one proposal at a time, but projects holding the highest priority in a field should be submitted first.

Proposals should be submitted at least two months in advance of published deadlines. Because of the program's newness, NEH will consider extending the deadlines. For projects beginning after January 1, 1976, applications should be postmarked by May 6, 1975. All requests for additional information should be addressed to: Research Division, National Endowment for the Humanities, Washington, D.C. 20506.

The National Science Foundation (NSF) provides comprehensive support to research in all the sciences. Major mechanisms through which research is supported include project grants for the work of scientists, primarily at universities and colleges (see *LR*, 16:8, October 1974), and cooperative national research programs of a specialized nature. Two such programs are: (1) *Specialized Research Facilities and Equipment* which assists in the construction, equipping, and maintenance of social science research facilities which cannot be satisfied through normal university means; (2) *Doctoral Dissertation Research* which awards grants to improve the scientific quality of dissertations in the social sciences. Awards are made for periods up to 24 months. Universities must submit proposals on behalf of doctoral candidates.

For more information on these and other programs write: Directorate for

Research, Division of Social Sciences, National Science Foundation, Washington, D.C. 20550.

The Alexander von Humboldt Foundation has a number (about 400) 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 24 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 Selection 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 Education Service, 1 Fifth Avenue, New York, New York 10003.

The Henry L. and Grace Doherty Foundation has announced the availability of fellowships for advanced study in Latin America. Interested linguists should write: Doherty Fellowship Committee, Program in Latin American Studies, 240 East Pyne, Princeton University, Princeton, New Jersey 08540.

The Regional Institute of Higher Education and Development, located in Singapore, will offer a number of Junior Research Fellowships and Senior Research Fellowships for 1975-76. Qualified applicants will be considered for research in a number of topics in the social sciences. For further information write: Director, Regional Institute of Higher Education and Development, c/o University of Singapore, Bukit Timah Road, Singapore 10, Singapore.

The University of Pittsburgh will administer six to eight Andrew Mellon

Postdoctoral Fellowships for 1975-76. Awards will be made for advanced study and research in the humanities, the social sciences, and the natural sciences. The purpose of these grants is to provide support for the research of and to aid in the professional development of young scholars who show promise of achieving distinction in their respective fields.

Recipients will be expected to carry on their proposed research or study in Pittsburgh during their period of tenure but will have no other formal responsibilities. Fellowships carry a basic stipend of \$7,000 for the 11-month tenure period as well as a dependency allowance of \$500 per dependent. Stipends and dependency allowances for periods of less than 11 months vary according to tenure.

Deadline for receipt of applications is January 15, 1975. Requests for application forms and information should be addressed to: Director of Graduate Programs, Faculty of Arts and Sciences, University of Pittsburgh, Pittsburgh, Pennsylvania 15260.

The National Endowment for the Humanities (NEH) offers Youthgrants in the Humanities to support humanities projects developed and conducted by students and other young people. The program is designed to encourage projects similar to those conducted by more experienced professionals within the Endowment's other programs.

Proposed projects must meet three basic criteria: (1) They must relate in a clear way to the humanities, (2) They must have a specific purpose, a carefully designed scope, an identifiable end product, and a high promise of helping individuals to develop their critical faculties; and (3) They must be entirely carried out by young people. The Youthgrants Program does not provide scholarships, fellowships, loans, or other types of student aid. Average awards for individual projects are under \$2,500, but grants for group projects may range up to \$10,000.

Applicants are not required to have either an academic affiliation or an

See *Grants*—7, Col. 3

# bilingual/bicultural education

*(Editor's Note: The following is excerpted from an article entitled "Bilingual Education" by Eliane C. Condon which appeared in Volume 2, Number 2 (May 1974) of System newsletter. Dr. Condon is Director of the Language-Culture Institute, Rutgers Graduate School of Education, New Brunswick, New Jersey.)*

In many instances, the very real benefits of bilingual education to individuals who are members of a multi-ethnic society (such as American society) have been overlooked as a result of misinformation born of ignorance, prejudice, or misguided governmental policies. In order to set the record straight on the nature of bilingual education, several of the major areas subject to common misunderstandings are listed below.

## **what bilingual education is NOT**

Bilingual (rather than monolingual English) learning is not an un-American activity, but an alternative to educational failure for children with limited English knowledge.

A bilingual program is not a watered down curriculum in which to "unload" non-English and partial bilingual speakers who do not "fit" into the regular classes; it simply parallels the academic program offered to other students qualitatively and quantitatively.

A bilingual program is not a program strictly designed for Spanish speakers; it serves any language group whose children possess limited English ability.

A bilingual program is not an ESL program, but one including an ESL component, as well as native language instruction.

The ESL component in a bilingual program is not synonymous with "remedial English" or "remedial reading," but consists of a high specialized form of English instruction.

The "history and culture" component in a bilingual program is not an expression of minority group militancy, nor is it a brain-washing program of forced assimilation, but instead an attempt to facilitate inter-group relations through knowledge and understanding

## **what unconscious factors undermine bilingual education**

The middle-class orientation of school administrators and teachers who expect non-English and partial bilingual learners to measure up to culturally irrelevant standards.

The alienation of bilingual parents and students from school values, which leads them to suspect educational policies, including those related to bilingual education.

The preconceived and erroneous notions of most American teachers and bilingual students about each other's motives and expectations.

The human tendency to misinterpret individual behaviors on the basis of cultural stereotypes.

The negative feelings associated with foreign accents and "foreign" ways.

The hidden resentment of second and third generation immigrants whose parents "made it" without "preferential" treatment.

## **what negative effects of bilingual education are provided by federal funding**

Bilingual education has become associated with "poverty" programs, rather than with "enrichment" programs.

Bilingual education has become synonymous with "compensatory," rather than with "quality" education.

Bilingual education has become interpreted as a "transitory" form of instruction, rather than a "maintenance" program leading to balanced bilingualism and biculturalism.

Bilingual education has become "suspect," as a possible form of segregation, rather than one of instructional individualization.

Bilingual education has become identified with "preferential" hiring practices (restricted to minority personnel), rather than with truly "equal" employment opportunity.

Bilingual education has become accepted as a costly educational experiment, rather than one of long-term economy (through the elimination of costly grade retention, remedial instruction, and drop-out prevention). . . .

## **the future of bilingual education**

If any conclusion may be drawn at the present time concerning the status of bilingual education in the United States, it is essentially that its potential has not yet been achieved. However, there is no foreseeable reason why the promise of equal learning opportunity underlying the philosophy of this educational innovation cannot be fulfilled within this decade, through the united efforts of dedicated teachers, administrators, and community leaders. Unless the schools succeed in offering alternatives to present standards of academic excellence, which will be relevant to their multi-ethnic population, the reality of cultural pluralism in this "nation of immigrants" remains questionable, for it is only through mutual understanding—linguistic and other—that the true spirit of American democracy will be freed from the shackles of prejudice, discrimination, and wasted manpower. And the first step toward the actualization of this ideal will be taken when bilingual instruction is awarded its rightful status in the public schools as a legitimate and desirable form of education for all children in the United States.

## **New Training Program For Bilingual Teachers**

The graduate School of Education at the University of California, Santa Barbara has announced the implementation of a competency-based teacher training program in bilingual/crosscultural education. The academic and field experiences comprising the program are designed to qualify the candidate for the California State Specialist Credential in Bilingual/Crosscultural Education. The program is under the direction of Gustavo Gonzalez, formally a senior staff member of the Center for Applied Linguistics. Persons wishing additional information should contact Dr. Gonzalez at the Graduate School of Education, University of California, Santa Barbara, California 93106.

# current research in language and linguistics

**Editor's Note** This is the first in a projected series of columns on current research in language and linguistics (CRLI). Only previously unreported research will appear in this column. Those desiring to have information on their projects published in the Reporter should request CRLI forms from Ms. Laura Fernandez, Clearinghouse, Center for Applied Linguistics, 1611 North Kent Street, Arlington, Virginia 22209.

**Annotated Bibliography of United States Spanish.** Richard V. Teschner, University of Iowa, Garland D. Bills, University of New Mexico; and Jerry R. Craddock, University of California, Berkeley. January 30, 1973-June 30, 1975.

This bibliography will focus on the Spanish spoken natively in the United States by Mexican-Americans, Puerto Ricans, Cubans, peninsular Spaniards, *islenos*, and other Hispanic groups. In addition to discussing all articles, books, dissertations, M.A. theses, and other monographs which examine the phonology, grammar, and lexicon of the various U.S. Spanish dialects, the bibliography will also contain annotated studies of the folklore of each, and will deal with English influences, the influence of each dialect on local Amerindian languages and on American English, and with the types of English spoken by U.S. Hispanic groups.

**English-Spanish Word Equivalence Lexicon.** Don L. F. Nilsen and Naomi Lindstrom, Arizona State University. Supported by Arizona State University Grant #7805-082-15-8. September 1973-September 1975.

This project investigates the nature of inherent semantic features (both denotative and connotative) as a function of lexical contrasts within a language and as a function of systematic semantic gaps as determined by logical paradigmatic relationships within a particular language or as determined by languages in contrast. The research is intended not only to isolate semantic features but to classify these features according to their generality and their hierarchical interrelationships. One expected result of the project is a bilingual textbook (English for Spanish

speakers and Spanish for English speakers) which will be real-world oriented as well as organized around semantic fields rather than collocational sets.

**A Contrastive/Comparative Study of Southeast Asian Languages (Cambodian, Cantonese, Lao, Thai, and Vietnamese) in Relation to Culture and Thought.** Nguyen Dang Liem, University of Hawaii and Australian National University. Supported by Australian National University September 1, 1973-August 31, 1975.

This research project is involved with discovering the common areal features, of both a linguistic and cultural nature, prevalent in the Southeast Asian peninsula, i.e. the relationships between language and culture and language and thought. Work is currently being undertaken in such areas as analyzing Cambodian, Cantonese, Lao, Thai, and Vietnamese on the sentence, clause, and phrase levels. This analysis is being done within a combined tagmemic and case grammar model in which both surface and deep structures are presented. Upon completion of linguistic formulas for such structures, common linguistic features will be pointed out and correspondences between language and culture and language and thought will be shown.

**South Asian Semantic Structures A Comparative Study of Semantic Structure in Five South Asian Languages (Hindi-Urdu, Tamil, Marathi, Malayalam, and Indian English)** Franklin C. Southworth, University of Pennsylvania. Supported by the National Science Foundation.

Work to date on this project has basically focused on data collection. Conversations bearing on a number of selected topics (agriculture, food and eating, work) have been recorded in normal conversational contexts. Data have been collected on the ethnographic identity and relationships of participants and on the social context. Analysis of the data will concentrate on the identification of semantic components and on the ways in which semantic structure varies with the

social background of speakers and the context of speech.

**The Validation of a Computerized Syntactic Density Score and a Computerized Vocabulary Intensity Index Used in Assessing Children's Language Acquisition.** Lester S. Golub, Pennsylvania State University, and Carole Kidder, Lock Haven State College. Supported by Pennsylvania State University June 1972-June 1975.

Investigators on this project have formulated a syntactic density measure which results in a raw score which can be converted to a grade level score. The development of this syntactic density measure was done to determine how children and students use syntactic structures in their oral and written discourse and to predict whether or not the frequency of these structures will correlate with the high, medium, or low ratings teachers give the children's written language. Of sixty-three syntactic variables subjected to multivariate analysis, twelve were determined as correlating highly with teacher ratings. These twelve variables form the core of the syntactic density formula. Project investigators have also developed a Vocabulary Intensity Index based on three word lists chosen from Carroll's *Word Frequency Book* and lists of derivational affixes. The Syntactic Density Score and the Vocabulary Intensity Index have been computerized so that the computerized tabulations are as reliable as hand tabulation. Research is now continuing in the area of collecting normative data on matching SDS and VII scores with children's language acquisition at various age levels.

**Cross-Cultural Linguistics.** David G. Hays, State University of New York at Buffalo. Supported by the State University of New York. June 1972-June 1976.

This project is designed to determine modes of question formation and the structure of interrogative vocabulary in a world-wide, stratified random sample of about fifty languages. It is also investigating types and forms of expression of negation in a similar sample.

# language testing

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 information for this column should write: John A. Upshur, Director, Testing and Certification Division, English Language Institute, University of Michigan, Ann Arbor, Michigan 48104.]*

The Cambridge English Examinations and the Test of English as a Foreign Language (TOEFL) are probably the most important tests of English language ability in use throughout the world today. Successful performance on a Cambridge examination brings prestige in the form of a "Lower Certificate in English" or a "Certificate of Proficiency in English", successful performance on TOEFL carries the possibility of higher studies in the United States. Approximately sixty thousand candidates sit for the Cambridge examinations each year, and a somewhat larger number, about eighty thousand, take the TOEFL. There is every reason to believe that these two programs will continue to grow, but future candidates will see tests quite different from those of past years. Both programs are now in the midst of major changes: the Cambridge examinations will show their new faces next year, TOEFL in 1976.

The specifications for TOEFL were drawn up almost twelve years ago, and since that time the test has remained virtually unchanged. Some of the subtests have been shortened because they were longer than necessary for required levels of reliability, but format and content have been pretty constant. The battery includes subtests of "Listening Comprehension," "Structure," "Vocabulary," "Reading Comprehension," and "Writing Ability." Scores are reported for each of the subtests and for the total test score.

As background to the imminent changes in TOEFL, a brief excursion into the organizational structure may be helpful. The Test of English as a Foreign Language is sponsored jointly by the Graduate Record Examination Board and the College Entrance Exam-

ination Board, which appoint a Policy Council for TOEFL. Council members represent users of TOEFL: test scores-graduate school and undergraduate admissions officers, government agencies, business schools, fellowship granting organizations, etc. Test development and program administration are carried out by Educational Testing Service under guidelines established by the Policy Council. To assure that the test itself provides the kind of information needed to satisfy TOEFL policy, the Council appoints an Examiners Committee to work with the test development and program administration staffs at E.T.S. It serves in effect as a consultative committee for E.T.S. and as a watchdog committee for the Policy Council.

At its spring 1974 meeting the Examiners Committee recommended that "the operational TOEFL shall be modified by September 1976 to a three-section battery of (1) listening, (2) structure and written expression, and (3) reading comprehension and vocabulary." This recommendation was approved by the Policy Council in May, and now new test specifications are being drawn up; new test material is being prepared for tryout and pre-testing.

The changes in TOEFL are being made in response to the requirements of test users and to the results of research on foreign language testing in general and research on TOEFL in particular. For example, in reply to a questionnaire from E.T.S., university admissions officers indicated that they are most concerned with total test score and that the subtest scores they are most interested in are listening, reading, and writing ability. The new TOEFL will therefore use the same scale for total test scores and will organize six or seven sections into three subtests designed to measure the three abilities of greatest interest to admissions officers. The contents of the three subtests of the new TOEFL have been greatly influenced by research results. In one extensive study—not yet published—Lewis Pike, a research psychologist at E.T.S., administered TOEFL and some possible alternatives to TOEFL sections along

*See Testing—18, Col. 1*

## GRANTS—from page 4

academic degree High school, college and university students, and young persons not in school may submit applications

Proposals should include a summary of the project: what will be done, how it relates to the humanities, who will be involved, their current employment or educational status, their age, the intended target group, length of the project, approximate funding needed, and specific items and services for which the grant will be used. Proposals may be submitted at any time, but well in advance of announced deadlines. For projects beginning after September 1, 1975, applications should be postmarked by April 1, 1975. For projects beginning after December 1, 1975, applications should be postmarked by August 1, 1975. Copies of the Youthgrants brochure may be obtained from Youthgrants in the Humanities, National Endowment for the Humanities, Washington, D.C. 20506.

**The National Research Council (NRC)** is accepting applications for its 1975 Research Associateship programs. These programs are designed to provide scientists with opportunities for postdoctoral research on problems in a variety of fields including the behavioral sciences. They are conducted on behalf of and in cooperation with selected federal research organizations such as the Air Force Systems Command, the Environmental Protection Agency, and The National Aeronautics and Space Administration.

Candidates should be recent recipients of doctoral degrees, although some appointments are also open to senior investigators. Depending on the individual openings, some appointments may be available to non-U.S. citizens.

Approximately 250 awards will be made in 1975. Stipends begin at \$15,000 (subject to income tax) with funds to be provided for family relocation and professional travel during tenure.

Applications must be submitted by January 15, 1975; awards will be announced in April. Further information concerning specific research opportunities and application materials are available from: Associateship Office, JH 806-P, National Research Council, 2101 Constitution Avenue, N.W., Washington, D.C. 20418.

**The Cuban Teacher.** Published by the Cuban Association of Bilingual Teachers and Teachers of Spanish Monthly. First issue: May 1974. Subscription free. All correspondence to: César Blanco, Director, 5240 North Sheridan Road, Suite 603, Chicago, Illinois 60640

Primarily aimed at teachers involved with Spanish, bilingual/bicultural education, and TESL, but will often contain material relevant to teachers in other areas. The newsletter's basic purpose is to present articles designed to provide for the establishment of the art of teaching children in different languages (Spanish and English) in our crosscultural society. The first issue contains articles on the nature of bilingual education, language teaching policy in Illinois, and the conversion to the metric system and its implications in classroom teaching. Also contains announcements, news, information on conferences and courses, and book notices.

**Theoretical Linguistics.** Published by Walter de Gruyter. Three times a year. Editor: Helmut Schnelle. Subscription: \$31.20; \$12.00 single issue. Subscription correspondence to: Walter de Gruyter, Inc., 162 Fifth Avenue, New York, New York 10010.

Contains studies, both of natural and constructed languages, which employ formal methods. As stated in the journal's editorial policy, theoretical linguistics is considered a sub-discipline of linguistics, having its origins in logic, linguistics, and the philosophy of language.

Areas within the journal's scope include linguistic methodology; the theory of meaning, syntax, phonology, phonetics and graphics; and the pragmatics of language use. In addition to articles, a special section entitled "Discussions and Expositions" contains detailed critical analyses as well as contributions designed to give an easily readable introduction and exposition of more complicated ideas and theories which are of interest. Contributions from those in the fields of linguistics, logic, and the philosophy of language are welcome.

## Chinese Foreign Language Program

Fu Jen University in Taipei, Taiwan has established a new curriculum to help Chinese students overcome some of the psychological blocks of foreign language learning.

Conducted under the auspices of the Graduate School of Linguistics, the program begins with the freshman student. Students start classroom group work during the first few weeks of instruction, followed by individual student tutoring. The tutoring is done by more advanced students who already possess a good command of the foreign language. The experiment has shown that both groups gain considerable knowledge of a language through this procedure.

The major obstacle in the program seems to be in acquiring foreign language reading skills. Lack of analytical training in the students' own language and their unfamiliarity with the cultural content of Western concepts constitute a serious drawback. The problem is being solved by use of a contrastive approach to teaching reading and by the use of visual and other aids.

So far, the experiment is proving successful and that—provided their particular problems are recognized—Chinese students do just as well as Western students in learning foreign languages.

## NSF Program to Improve Science Instruction

The National Science Foundation (NSF) is seeking proposals for its 1975 Instructional Scientific Equipment Program (ISEP). The program is designed to help collegiate institutions improve the quality of their undergraduate science instruction by updating courses and teaching laboratories. Applying institutions must match NSF funds by providing at least 50 percent of the equipment costs. \$20,000 is the maximum NSF award. Proposals must be received by December 13, 1974, with awards to be announced in June 1975. For more detailed information and application materials contact: Instructional Scientific Equipment Program, Division of Higher Education in Science, National Science Foundation, Washington, D.C. 20550.

**CILT—from page 1**

studies of specialized language are normally based on analysis of usage by native speakers, this obscures the fact that a prerequisite may be a proficiency in general usage which few foreigners possess. The elusive question is at what stage of language learning the general becomes the special, and how far sophistication in specialized language depends on familiarity with "ordinary" language.

During the conference, the rationale of intensive courses for adults was reviewed, problems of organization discussed, the background of the Council of Europe's Unit/Credit scheme for adult language learning described, the construction of multimedia courses considered, while problems of evaluating teaching programs were discussed together with the techniques of estimating adult needs—essential to the economy of planning and developing teaching materials for widespread use. Individual specialist courses and intensive teaching programs were examined (French for engineers, German for chemists, Russian for social scientists, English for doctors and civil servants), as well as courses in Japanese and Chinese.

[A report, *Teaching languages to adults for special purposes*, can be obtained from CILT, 20 Carlton House Terrace, London SW1Y 8AP, England. The price is £ 50 + 10p for postage and packing. International Money Order or check drawn on a London bank must accompany request.]

The Division of English as a Second Language at the University of Illinois is accepting applications for its 1975-76 Research/Teaching Internship Program in Iran. The program provides for graduate study leading to a MATESL degree. Candidates accepted into the program will receive stipends and other benefits and will have their overseas transportation paid. Orientation on the University of Illinois campus is required. Personal interviews will be held at the end of March 1975. For further information write: Lawrence F. Bouton, 3070-E Foreign Languages Building, University of Illinois at Urbana-Champaign, Urbana, Illinois 61801.

# CAL SELECTED BIBLIOGRAPHIES: 6 CHILD PHONOLOGY

by Marlys A. Macken

[Marlys Macken is a Research Associate on the Child Language Project, Stanford University]

Since 1965, when Julia Sableski's bibliography on child language appeared in *The Linguistic Reporter* (7:2, April 1965), interest in this field has increased rapidly. That year also saw the appearance of Chomsky's *Aspects of the Theory of Syntax*. Chomsky's recognition of the necessary relationship between a grammar's explanatory adequacy and its theory for language acquisition greatly stimulated theoretical interest in child language. In addition to linguists, developmental psychologists, educators, and speech therapists have contributed to the expansion seen today in the literature. As a result of this growth, it is no longer possible to adequately represent the whole field in a single bibliography of reasonable size. Thus, the entries which follow are devoted to a particular subfield, that of child phonology, and follow upon Julia Sableski Falk's highly selected bibliography of Child Language Acquisition which appeared in the October 1974 *Linguistic Reporter*. It is hoped that future issues of the *LR* will contain bibliographies covering other areas of child language such as syntax/semantics, communicative competence, etc.

Designed to introduce the reader to the main works in normal (non-deviant) child phonology available in English, this bibliography includes two general readers on child language, and 27 books and articles with primary emphasis on phonology. For a general textbook which includes a phonology section reviewing some of the basic issues and data, see Paul Menyuk's *The Acquisition and Development of Language* (Englewood Cliffs, New Jersey: Prentice-Hall, 1971). Articles on child phonology now appear in several journals; many will probably appear in the new *Journal of Child Language*. Although working papers are common in other fields of linguistics, the only one in child language is Stanford University's *Papers and Reports on Child Language* (Eve V.

Clark, editor); these issues, half of which are devoted to phonology, contain preliminary versions of papers, many of which have subsequently been published elsewhere.

Intended to be primarily descriptive, the following annotations summarize the design of each study, its theoretical approach where relevant, the nature of the data, and some of the results or conclusions. Items numbered 3, 6, 9, 21, 23, 26, and 28 represent major current theories on the acquisition of phonology. Articles which deal explicitly with aspects of general theory are 13, 15, 16, 17, 18, 19, and 22. Numbers 4, 7, and 27 are among the classic works reporting primary data; others are 5, 10, 11, and 25. Experimental data on particular aspects of phonological acquisition are found in 8, 12, 14, 20, 24, and 29.

## READERS

1 Bar-Adon, Aaron and Werner F. Leopold (eds.). 1971. *Child Language. A Book of Readings*. Englewood Cliffs, New Jersey: Prentice-Hall (Hereafter referred to as BALR)

Containing, in chronological order, 60 reprinted articles (15 on phonology) each prefaced with an editor's comments, this reader introduces the beginning student to two centuries of child language studies. The brief introduction includes references for bibliographies and literature reviews, and a topical table of contents. The first paper (by Leopold) reviews the field from 1850-1946 (See particular abstracts below for Burling, Chao, Olmsted, Velten, also Jakobson and Leopold)

2. Ferguson, Charles A. and Dan Isaac Slobin (eds.). 1973. *Studies of Child Language Development*. New York: Holt, Rinehart and Winston. (Hereafter referred to as FSR.)

Arranged by content, the 41 empirically oriented articles reprinted here represent contemporary data from twelve languages on specific representative topics in phonology (Part I, 13 articles) and grammar (Part II) The brief preface references available texts, reviews, and bibliographies. Introductions to each part discuss fundamental issues, and critical prefaces to each subsection relate the reprinted articles to other issues and research in the field. (See particular abstracts below for Burling, Chao, Menyuk, Moskowitz, Shvachkin, etc.)

## BOOKS

3. Jakobson, R. 1941. *Kindersprache, Aphasie und allgemeine Lautgesetze*. Trans. by Allan R. Keiler. (Child Language, Aphasia and Phonological Universals.) The Hague: Mouton, 1968.

This monograph contains one of the most influential acquisition theories. The author specifies a chronologically invariant sequence which is derived from the premises that every phonological system is stratified, and that the same structural principles (implicational relations) which determine the universal hierarchy of layers in phonemic systems will also determine the development of child language and language dissolution in aphasia. The child's successive acquisitions of phonemic oppositions will mirror these implicational relations, proceeding through the universal feature hierarchy from the most general contrast to the finest and rarest, e.g. first consonantal opposition is p:m, and among the latest will be contrasts between liquids. Characteristics of the child's system at any stage, e.g., phoneme frequency, assimilatory power, and substitutions, are also systematically related to the priority relationships within this hierarchy. (The same view is also represented in: (1) R. Jakobson 1939 "The sound laws of child language and their place in general phonology," in R. Jakobson, *Studies on Child Language and Aphasia*. The Hague: Mouton, 1971, 7-20 BALR 75-82; (2) R. Jakobson. 1959. "Why mama and papa?" in B. Kaplan and S. Wagner (eds.), *Perspectives in Psychological Theory*. New York, BALR 213-217, (3) R. Jakobson, C. G. M. Fant, and M. Halle 1952 *Preliminaries to Speech Analysis. The Distinctive Features and Their Correlates*. Cambridge, Mass.: MIT Press; (4) R. Jakobson and M. Halle 1956. *Fundamentals of Language*. The Hague: Mouton (Ch 4-BALR 218-227) ]

4 Leopold, Werner. 1947. *Speech Development of a Bilingual Child. A Linguist's Record, Volume 2: Sound Learning in the First Two Years*. Evanston, Illinois: Northwestern University.

Continually cited, and also re-analyzed by other writers, this exhaustively detailed diary study covers the English/German acquisition for the author's oldest daughter Hildegard. (Footnotes contain relevant features of the second daughter's development.) The second volume in this 4-volume series on Hildegard's language development contains: (1) complete, cross-classified, phonetic descriptions through 1;11, (2) several analyses, e.g. of the sounds as a

system and also as related to the adult system through substitutions; of phonetic processes which affect individual sounds, e.g. assimilation, reduplication, homonymy, etc. and of suprasegmental features; (3) general discussion, including comparisons to Jakobson and earlier studies, (4) an index which includes all words and babbling forms. [For data summary and analysis, with detailed discussion of Jakobson, see: W. F. Leopold. 1953. "Patterning in Children's Language Learning." *Language Learning* 5.1-14, BALR 135-141.]

5 Pačesová, J 1968. *The development of Vocabulary in the Child*. Brno, Czechoslovakia: University J. E Purkyns

The first 50, 100, and 500 spontaneous words of one Czech boy (0;10-1, 12) are statistically analyzed for frequencies and distributions of all sounds and variants. The phonemic interpretation of the statistics is questionable due to the inclusion of onomatopoeic, interjectional, and other peripheral forms in the tabulations for phonemes, but the text includes complete chronological corpus phonetically transcribed. Discussion covers Jakobson's theory and frequent references to data of other Czech studies. [A shorter version of the conclusions is found in: J. Pačesová, 1972. "The Growth of Phonemic Repertory in Czech-speaking Children," in Karel Ohnesorg (ed.), 1972, *Colloquium Paedolinguisticum* The Hague. Mouton.]

6. Smith, Neilson V 1972. *The Acquisition of Phonology. A Case Study*. Cambridge, University Press.

Two corpora—the author's son's productions at 2;2 and during 2;2-3;12—are analyzed: first as systems mapped from adult forms (child's competence is the adult surface phonemic form), and second as autonomous systems (competence is roughly equivalent to performance). Results argue for an acquisition theory closely associated with the first analysis. ("Puzzles," metathesis, and rule exceptions are main evidence countering the second.) In this view, the child has an internalized lexical representation equivalent to the adult's form, realization rules, e.g. cluster reduction, consonant harmony, relate these to his own output. Implications for generative phonology and general linguistic theory are discussed. Appendix C contains systematized diachronic lexicon.

7. Weir, Ruth H 1962 *Language in the Crib* The Hague Mouton

This study reports on 19 presleep American-English monologues of the author's son from age 2;4-2;8. Detailed analyses cover statistical frequency and distribution of consonant and vowel phonemes, phoneme classes, and consonant clusters; prosody,

and phonemic shapes of words. Discussion includes references to Jakobson, Leopold, Gregoire, Ohnesorg, and Temple. Appendix contains the complete chronological corpus in phonetic transcription. [Additional topics: morphology, syntax, vocabulary, discourse analysis, inner speech.]

#### ARTICLES

8. Atkinson-King, Kay. 1973. "Children's Acquisition of Phonological Stress Contrasts." *UCLA Working Papers in Phonetics*, No. 25 (January 1973) 182 pp

This study uses a multidimensional design (8 tasks) to test several components of a skill with 300 subjects, aged 5-13. For noun compounds and noun phrases, the author found that ability with unemphatic stress patterns which distinguish meaning is learned gradually as a function of age, and late (by age 12); difficulty may be due to interference from earlier acquired contrastive stress. Individual variation and some sex differences occur. The order of mastery is imitation, comprehension, and finally production.

9. Braine, Martin D. S. 1973. "On What Might Constitute a Learnable Phonology." *Language* 50 270-290

Using English data from his son (1;3-2;2) and Velten's subject, the author presents his acquisition theory and its implications for concreteness in generative phonology. Theory claims the child begins with "auditory gestalts" and successively masters articulatory features. Two learning processes reflecting rule-levels in phonology are posited. Earliest stages are characterized by physical maturation of abilities and the "unlearning" of "primitive" articulatory habits (c.f. Stampe 1969); these processes reflect the "filtering" of lexical representations at the lowest level (on articulatory features). Later stages are characterized by pattern-learning processes involved in the acquisition of syntax; this higher level involves processes of abstraction filtering phonological segments.

10. Burling, Robbins. 1959 "Language Development of a Garo- and English-speaking Child." *Word* 15 45-68 [BALR 170-185; FSR 69-90]

This study, one of the few dealing with a non-Indo-European language, reports on the language development of the author's son (1;4-2;8). Analysis details acquisition order and substitution patterns for phonemes, and describes position, features, syllables, use of suprasegmentals, and some general developmental processes. Discussion includes a favorable comparison of data with Jakobson's theory and some comments on points in Velten and Leopold

[Additional topics: morphology and syntax, semantics, bilingualism.]

11. Chao, Yuen Ren. 1951 "The Cantonian Idiolect: An Analysis of the Chinese Spoken by a Twenty-eight-month-old Child." *University of California Publications in Semitic Philology* 11 27-44. [BALR 116-130; FSR 13-33]

This study of Mandarin Chinese, one of the few on tonal languages, presents phonemic and phonetic features of one child's system at age 2;4. Results include nonadult features of child's system, e.g. collapsed contrasts, proclitic syllables, and elements both typical and atypical of Chinese acquisition. [Additional topics: grammar and vocabulary.]

12. Cruttenden, Alan 1970 "A Phonetic Study of Babbling." *British Journal of Disorders of Communication* 5(2) 110-117

Monthly recordings (0;3-1;3) of the author's twin daughters were made. Findings contradict common assertions about babbling and its relationship to speech. Data indicate less phonetic range in babbling than assumed (not all English sounds, nor many non-English sounds occurred). The presumed discontinuity may not be definite; there is some evidence of drift toward English. Prosody, phonology of first words, and imitation are discussed. [Also see: (1) Ben G. Blount 1970. "The Pre-linguistic System of Luo Children." *Anthropological Linguistics* 12.326-342; (2) Arthur W. Lynip 1951 "The Use of Magnetic Devices in the Collection and Analysis of the Preverbal Utterances." *Genetic Psychology Monographs* 44.221-262.]

13. Crystal, David 1973 "Non-segmental Phonology in Language Acquisition: A Review of the Issues." *Lingua* 32 1-45.

After briefly discussing the methodological and theoretical problems in intonation and other non-segmental phenomena, including the general terminological confusion, the author critically reviews the early research (dating from 1876) and recent analyses of vocalization, and those of patterning in older children (1;6+). Concluding that years of research have produced few results, the author suggests types of normative data and descriptive frameworks needed for future research. An extensive bibliography (250 entries) is included.

14. Eimas, Peter D., Einar R. Siqueland, Peter Jusczyk, and James Vigorito. 1971. "Speech Perception in Infants." *Science* 171.303-306.

Using synthetic speech sounds varying along the voice dimension (/p/ vs. /b/), the authors found that 1- and 4-month

old infants respond to speech sounds and are able to make fine discriminations similar to the categorical perception of adults. Data is interpreted as evidence for the biological basis of speech

15 Ferguson, Charles A 1968 "Contrastive Analysis and Language Development," *Georgetown Monograph Series* 21.101-112.

The author demonstrates the method of two types of contrastive analysis and discusses the nature of the information each can contribute to the study of child language. The first contrasts three stages (at ages 1;0, 1;8, and 2;0) in one child's acquisition of French (a re-analysis of O. Bloch's 1913/1924 data). The second contrasts the adult system to the child's (H Leopold's at 1;10), by using a model-and-replica analysis of substitutions.

16 \_\_\_\_\_ and Carol B Farwell 1973. "The Development of Initial Consonantism in the Acquisition of the First Fifty Words." *Stanford University Papers and Reports on Child Language Development*. 6 1-60 (To appear in *Language*)

This article presents spontaneous and imitated data from 2 female subjects (0;11-1, 2), tested 3-6 months, and uses Hildegard Leopold as comparison. From analysis of "phone classes," the authors argue for a lexical diffusion acquisition theory in which the lexical parameter, universal phonetic tendencies, and individual differences play important roles

17 Ingram, David. 1971. "Phonological Rules in Young Children," *Journal of Child Language* 1(1).48-64

Form and function of phonological rules, i.e. organizing and generalizing processes, are discussed. Sample derivations from 9 children (1;3-2;2) learning English, French, and Czech illustrate cluster reduction, reduplication, diminutive, weak syllable deletion, voicing, and assimilation. The author argues for an acquisition model in which perceptual errors and the operation of phonological rules and substitution rules on underlying forms cause the discrepancy between child and adult systems.

18. Kornfeld, J. R 1971. "Theoretical Issues in Child Phonology," *Papers for the 7th Regional Meeting of the Chicago Linguistic Society* 7 454-468.

The author compares 2 competing hypotheses: H1 basically states children perceive adult distinctions, but produce imperfectly (e.g. Smith 1970/73; Moskowitz 1970/71). H2 claims children's limited perceptions account for most production differences. In arguing for H2, author presents spectrographic analyses of clusters from 13 English subjects, 1;6-2;6. Unique

child productions, e.g. conflation of adult features, are interpreted as evidence of perceptual selectivity

19 Menyuk, Paula 1968 "The Role of Distinctive Features in Children's Acquisition of Phonology," *Journal of Speech and Hearing Research* 11 138-146 [FSR 44-52]

The author briefly describes (1) productions of American (age 2-6) and Japanese (age 1-3) children; (2) substitutions of normal (age 3-7) and deviant (age 3-12) children, and (3) perceptual confusions of adults. Features used are +nasal, +grave, +voice, +diffuse, +continuant, and +strident (listed in the developmental order for (1) above). Contradictory data may suggest features function differently in perception and production

20. Messer, Stanley. 1967 "Implicit Phonology in Children," *Journal of Verbal Learning and Verbal Behavior*. 6 609-613.

With 25 monosyllabic pairs contrasting possible (PE) versus impossible (IE) English consonant clusters, the author obtained discrimination judgments and imitations from 20 children, mean age 3;7. Subjects generally preferred PE and mispronounced IE (91 percent of the substitutions toward PE). Data suggest children acquire some sequencing rules before age 4. [See also. Lise Menn. 1971 "Phonotactic Rules in Beginning Speech," *Lingua* 28 225-251.]

21 Moskowitz, Breyne Arlene 1970 "The Two-year-old Stage in the Acquisition of English Phonology," *Language* 46.426-441 [FSR 52-60]

Using data from 3 subjects, the author demonstrates the complexity of acquisition and the failure of strictly segmental or feature analyses to reveal this. An adequate approach, and its associated theory, must allow for alternatives: roles for features, segments, and rule structures; differential learning, possibly related to marking conventions; universal versus language idiosyncratic phenomena; diversity in children's creativity; phonetic (pronunciation) versus phonological (system) levels of acquisition.

22. \_\_\_\_\_ 1973 "On the Status of Vowel Shift in English Phonology," in T Moore (ed.), *Cognitive Development and the Acquisition of Language* New York. Academic Press, 223-260

An experiment was undertaken to determine the psychological reality of Chomsky/Halle SPE vowel shift rule. Results from 38 subjects, ages 5, 7 and 9-12, indicate children do not operate with SPE generalization, but do have knowledge of vowel shift rules which result from familiarity

with the English spelling system. Data cast doubt on SPE formulation as a model of English phonology

23. Olmsted, David L 1966 "A Theory of the Child's Learning of Phonology," *Language* 42 531-535. [BALR 360-364]

Based on Mowrer's S-R learning model, this theory relates the acquisition order of consonantal phones to an acoustic discriminability ranking based on adult confusions: voicing and nasality—the most discriminable—are learned first; friction and duration next; place of articulation last. Crucial assumptions concern the equivalence of adult and child perceptual structures, the importance of frequency, and the role of feedback and recall in improving production. [The same view, with the author's experimental data, is found in: D L. Olmsted 1971 *Out of the Mouth of Babes*. The Hague: Mouton.]

24 Read, Charles 1971 "Preschool Children's Knowledge of English Phonology," *Harvard Educational Review* 41.1-34

Evidence for children's systematic abstract representation of phonetic contrasts is derived from similarities in spelling systems invented by an unspecified number of preschool children (3;0-5), and spelling errors of children in early grades. Spelling relationships include tense/lax vowels (but not vowel shift rule alternations) paired together, /tr/ and /dr/ as affricates and intervocalic flaps as d

25. Shvachkin, N Kh 1948. "The Development of Phonemic Speech Perception," *Izvestiya Akad. Pedog. Nauk RSFSR* 12 101-132. [FSR 91-127, trans by Elena Dernbach]

This study, the broadest and most complete in the perception literature, discusses phonology within the context of the child's developing semantic system, and reports on an experiment (19 Russian S's, 0;10-2;0) which reveals an ontogenetic sequence of 12 stages. Similarities between this sequence and Jakobson's independently determined theory may suggest universals; contradictory data, possibly indicating language-specific influences, include early palatalization and inter-liquid discrimination, as well as late discrimination of stop-spirant and voiced-voiceless contrasts [See also: Louella W. Graham and Arthur S. House 1971 "Phonological Oppositions in Children: A Perceptual Study," *Journal of the Acoustical Society of America* 49.559-566.]

26. Stampe, David. 1969. "The Acquisition of Phonetic Representation," *Papers from the Fifth Regional Meeting of the Chicago Linguistic Society* 5 443-454.

This article summarizes the author's "natural phonology" theory for acquisition. The child constructs an "abstract phonological representation" from the adult phonetic form. His phonetically simplified productions result from the operation of "innate processes" (neutralization rules) on these underlying representations; mechanisms of suppression, limitation, and ordering resolve conflicting processes. As the child learns a new phonetic opposition, he uses one of these mechanisms to revise the innate system, by successively restricting innate processes, the child increases possible phonetic contrasts and production improves toward the adult standard. [See also: (1) Mary L. Edwards 1971 "One Child's Acquisition of English Liquids," *Stanford University Papers and Reports on Child Language Development* 3 101-109; (2) Patricia Donegan Miller, 1972. "Some Context Free Processes Affecting Vowels," *Ohio State University Working Papers in Linguistics* 11.136-167.]

27. Veltan, H. V 1943 "The Growth of Phonemic and Lexical Patterns in Infant Language," *Language* 19 281-292 [BALR 82-81]

In traditional phonemic terms, the author details his daughter's acquisition of English (from 0;11-3;0). The acquisition order and variants are recorded for all phonemes, by position, substitution data are particularly salient for liquids. Data are viewed as supporting Jakobson's theory if the opposition p:m is reformulated as stop-continuant (m or f). Developmental processes are noted, such as the uneven spread of a new canonical form through the lexicon, with first examples being "loan words," last to change being frozen forms, the high frequency, early acquired words; the use of a distinctive vowel length as a voicing strategy. [Additional topic, stages of vocabulary acquisition.]

28. Waterson, Natalie 1971. "Child Phonology: A Prosodic View," *Journal of Linguistics* 7.179-211

Using a non-segmental, feature analysis on 21 of her son's 155 English words at 1;8, the author groups the child's forms into 5 different structures, each characterized by a set of basic phonetic features: Labial, Continuant; Sibilant, Stop; and Nasal. Using prosodic analysis (in the Firthian tradition), the author shows these features to be a subset of those found in the corresponding sets of adult forms. An early acquisition model is detailed which emphasizes holistic perceptions, and productions composed of the most perceptually salient phonetic features, which in turn function as schemata for subsequent forms; development proceeds toward finer distinctions and differentiation of combinations and sequences.

29 Winitz, Harris and Orvis C Irwin, 1958. "Syllabic and Phonetic Structure of Infants' Early Words," *Journal of Speech and Hearing Research* 1.250-256. [FSR 34-44]

Statistical analyses are reported for early words for 93 subjects (1;1-1;6). One main finding is that first words are usually mono- or di-syllabic, with frequent reduplication. The frequency statistics of sounds are based on "phonemes," which are distinguishable sound types not directly related to phonological units [A similar S-R behaviorist approach with modification is found in: Harris Winitz, 1969. *Articulatory Acquisition and Behavior*. New York, Appleton Century Crofts ]

## University of Leeds Initiates Pilot Project To Study Arabic Koine

The Department of Linguistics at the University of Leeds has received a grant from the Social Science Research Council (SSRC) to conduct a pilot project on Arabic koine. The project will investigate the possibility of describing the forms and functions of educated spoken Arabic. The investigators believe educated spoken Arabic to be mostly a mixture of prestigious, pan-Arab written form with greatly divergent vernaculars. The mixture varies with the biographies of interlocutors, speech functions, degree of formality, etc. It is highly characterized by foreign "loans" and language switching. To achieve mutual intelligibility, speakers of different vernaculars have tended to koineise their speech. It is this koine—probably the most significant form of spoken Arabic and the least studied—that will be the subject of the pilot project.

The program will be a two-year study of the koine in use among educated native Arabic speakers in Egypt, Jordan (-Palestine), Lebanon, and Syria. It will identify the range of uses of "inter-Arabic," devise questionnaires and the means of obtaining recorded material, and make necessary personal contacts. The end products are anticipated to be (1) a sample description of particular areas of grammar and lexicon in order to ascertain whether or not a large scale project could produce a definitive grammar and lexicon of standard spoken Arabic and (2) a detailed plan for such a project.

## Guggenheim Grants

The John Simon Guggenheim Memorial Foundation offers fellowships to assist research in any field of knowledge. In 1974 the Foundation awarded approximately 400 fellowships. Of these, a total of eight went to researchers in linguistics. They were:

Barbara C. Bowen (University of Illinois, Urbana-Champaign) for "The structure and aesthetic function of language in the literature of the French Renaissance."

Matthew Y. Chen (University of California, San Diego) for "A study in diachronic phonology from Middle Chinese to modern dialects."

Allan M. Collins (Bolt, Beranek, and Newman, Inc.) for "A semantic theory and its implications for education."

Susan M. Ervin-Tripp (University of California, Berkeley) for "Theoretical and empirical studies in developmental psycholinguistics."

Seymour Ginsburg (University of Southern California) for "Studies in grammars, formal languages, and automata theory."

Brian E. Newton (Simon Fraser University) for "Verbal aspect in modern Greek."

Paolo Valesio (New York University) for "A linguistic study of figures in speech in the Romance languages."

Gernot L. Windfuhr (University of Michigan) for "Linguistic dynamics on the Iranian plateau."

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## conferences, seminars, workshops

The English Language Institute (ELI) at the University of Pittsburgh is sponsoring a Workshop in Bilingual/ESL Methods and Materials on December 6-7, 1974. Activities will include observation of regular courses taught at the ELI, demonstration classes, language laboratory programs, panels on current problems in the field, and discussions of testing methods. Those interested in participating in the workshop should write: Christina Bratt Paulston, Director, English Language Institute, University of Pittsburgh, Pittsburgh, Pennsylvania 15260.

The American Association of Teachers of Slavic and East European Languages (AATSEEL) will hold its annual meeting in New York City, December 27-29, 1974. The three-day conference will conduct sessions on "Old Russian Literature," "South, West, and East Slavic and East European Linguistics," and "Slavic Civilization and Culture," among others. To obtain registration materials, write: Joe Malik, Jr., Modern Languages 340, Department of Russian and Slavic Studies, The University of Arizona, Tucson, Arizona 85721.

A Seminar on Regional Varieties of Spanish, French, and Other Languages in the Classroom will be held December 28, 1974 during the Modern Language Association's annual meeting (see Meetings and Conferences, p 14 of this issue). The discussion leader for the seminar will be Jacob Ornstein (University of Texas at El Paso). The seminar will focus on discussions of the problems of representing neglected regional and social dialects at various educational levels. One of the aims of the seminar will be the formation of a committee which will use the points raised during the seminar as the basis for a report on (1) major needs and (2) bibliographies of printed and fugitive materials. Those desiring to present short discussions of the needs and methods already in use of incorporating sociolinguistic factors in languages, including Amerindian languages, in U.S. schools should contact: Jacob Ornstein, Department of Modern Languages and Linguistics,

University of Texas at El Paso, El Paso, Texas 79968; phone (915) 584-4536 or (747) 561-7528.

The IVth Congress of *Asociacion de Lingüística y Filología de America Latina (ALFAL)* will meet in Lima, Peru, January 6-10, 1975. Areas to be covered under this year's theme—"Linguistics and Education"—include general linguistics, historical linguistics, Ibero-American dialectology, and literary theory and criticism. Write: Martha Hildebrandt, Directora del Instituto Nacional de Cultura, Jirón Ancash 390, Lima 1, Peru

The International Conference on Pidgins and Creoles will be held January 6-10, 1975 in Honolulu, Hawaii. The following is a brief listing of the major topics to be covered during the conference as well as of the speakers expected to present papers during each session: (1) Universals I: Derek Bickerton, Paul Kay, W. Geoghegan, William A. Stewart; (2) Social Processes in Pidgins: David M. Smith, Rebecca N. Agheyisi, R. B. Le Page; (3) Pidginization and Language Learning: John Spencer, Robert A. Hall, Jr., Ivan Kalmar; (4) Creoles and Linguistic Theory I: William Washabaugh, Mary-Margaret Ramesar, Gillian Sankoff, Elsa Lattey; (5) Case Studies of Pidgins I: Nguyen Dang Liem, Jerry G. Gebhard, Glenn G. Gilbert, Michael Clyne; (6) Creoles and Linguistic Theory II: George L. Hutter, Richard Price, Jan Voorhoeve; (7) Haitian Creole: Paul R. Orjala, Francine Desmarais; (8) African-based Pidgins I: Gayle Partmann, Mary Hope Lee, Anna Fay Vaughn-Cooke, Bernd Heine; (9) Processes of Creolization: Sarah G. Thomason, Terrence Kaufman, Nicole Z. Domingue; (10) Creoles and Linguistic Theory III: Harald S. Tzeutschler, John Rickford, Vincent O. Cooper, William Peet, Jr.; (11) Case Studies of Pidgins II: Abdon Agaw, Jok Nhial, Herman Bell, Lachman M. Khubchandani, M. V. Sreedhar, Samuel V. Johnson; (12) Creoles and Linguistic Theory IV: Mervyn C. Alleyne, Jaime Dennis, Jerrie Scott, Ian F. Hancock; (13) Social Processes in Creoles: Karl Reisman, A. Tabouret-

Keller, J. B. Dissanayake; (14) Universals II: David DeCamp, Charles O. Frake, Carol H. Molony; (15) Historical and Theoretical Perspectives I: Alexander Hull, Albert Valdman, Luiz Ferraz; (16) New Perspectives on Pidgins and Creoles: Benjamin K. T'sou, Sheldon Klein, V. Rozencvejj, James Woodward, Harry Markowicz; (17) Creolization and Natural Languages: P. A. Roberts, Barbara Robson, Loreto Todd; (18) African-based Pidgins II: Edgar Polomé, Naomi Baron, Pierre Alexander; (19) Creoles and Standard Varieties: Pieter C. Muijsken, Helen Jeroslow, W. G. Camden; (20) Universals III: Laurentu Theban, Mridula Durbin, Geert Koefoed, Talmay Givón; (21) Hawaiian and Creole English: Alan Perlman, Karen Neff, John P. Milton; (22) Creolization in the U.S.A.: William L. Leap, Carol W. Pfaff, Robert Berdan; (23) Historical and Theoretical Perspectives II: Anthony Naro, William Samarin, Isidore Dyen; (24) Indian Ocean Creoles: Robert A. Papen, Pierre-Marie J. Moorghen; (25) Historical and Theoretical Perspectives III: Gail Raimi Dreyfuss, Brenda Johns, Peter Fodale; (26) New Guinea: E. B. Woolford, Robert Litteral, S. A. Wurm, Peter Mühlhäusler; (27) Caribbean: Frederic G. Cassidy, Donald Winford, Dennis R. Craig, Alison Watt Shilling. For information on specific topics and/or conference procedures write: Richard R. Day, Steering Committee, International Conference on Pidgins and Creoles, ESL Department, University of Hawaii, Honolulu, Hawaii 96822.

The Linguistic Society of America (LSA) has changed the deadline for submitting abstracts for future LSA Summer Meetings. Papers must now be received by April 15th.

The 7th Annual Child Language Research Forum will be held at Stanford University April 4-6, 1975. Presentations will be made by Charles A. Ferguson and Dan I. Slobin. Abstracts will be accepted from researchers who would like to present papers on their current work. Deadline for receipt of abstracts is January 1, 1975. The group

See Conferences—16, Col. 1

## book notices

**Hungarian Metrics: Some Linguistic Aspects of Iambic Verse**, by Andrew Kerek. (*Uralic and Altaic Series, 117*) Bloomington, Ind., Indiana University, 1971. vi, 186 pp. \$10.00. (Distributed in the United States and Canada by Humanities Press, 450 Park Avenue South, New York, New York 10016.)

This study was made for the purpose of investigating a segment of Hungarian iambic verse with the aim of formulating a basis for a linguistic characterization of this verse tradition. Selected segments of Hungarian verse are analyzed with the assumption of the role of stress as a rhythmic principle. The author additionally attempts to show that an explicit characterization of word-stress placement in the language provides a reasonable basis for the formulation of some general principles which explain cases of non-correspondence between stress and ictus. He feels that such a stress-oriented theory of iambic meter allows for a treatment of verse rhythm and the rhythm of ordinary discourse as two manifestations of the same set of underlying prosodic characteristics of the language, offers a sound basis in terms of which this affinity can be specified, and provides some formal grounds for an identification of the difference between the two rhythm types. The analysis is largely concentrated on the works of Sandor Petofi, and an appendix provides titles, texts, and translations of the excerpted works.

**Psycholinguistics: Chomsky and Psychology**, by Judith Greene. Baltimore, Penguin Books, Inc., 1972. 208 pp. \$2.35

The book is divided into two main parts, an in-depth treatment of Chomsky's basic model of generative grammar and its psychological applications. The first part deals with the basic assumptions of generative grammar and gives a detailed description of the models proposed by Chomsky in 1957 and 1965. Some mention is made of case grammar and generative semantics, but the author feels that these do not differ greatly from generative syntax in their psychological implications.

In Part Two, detailed accounts are given of experiments which sought to test the notion that speakers actually use transformational rules. Topics covered include adults' understanding, recall, and production of language and the weak and strong claims made by Chomsky for the psychological reality of his model. The author's explanations of both the theory and its applications are lucid and will be of great interest to the reader. An extensive bibliography is appended.

## meetings and conferences

- December 13. Association for Literary and Linguistic Computing. London, England. (Write J. M. Smith, Secretary, Association for Literary and Linguistic Computing, 6 Sevenoaks Avenue, Heaton Moor, Stockport, Cheshire SK4 4BW, England.)
- December 26-28. American Association of Teachers of Slavic and East European Languages. New York, New York. [See LR Vol. 16.10, p. 13]
- December 26-29. Modern Language Association, 89th New York, New York.
- December 27. LSA Golden Anniversary Symposium III. The European Background of American Linguistics. New York, New York. [See LR Vol. 16.8, p. 13]
- December 27-29. American Dialect Society. New York, New York.
- December 27-29. American Association of Teachers of Italian. New York, New York.
- December 27-30. American Association of Teachers of Arabic. New York, New York.
- December 27-30. Speech Communication Association. Chicago, Illinois.
- December 28-30. Linguistic Society of America, 49th New York, New York.
- December 28-30. American Philological Association. Chicago, Illinois.
- January 5-11. International Study Conference on Classification Research, 3rd. Bombay, India. (Write: FID/CR Secretariat, DRCT, 112 Cross Road 11, Malleswaram, Bangalore 560003, India.) [See LR Vol. 16.3, p. 2]
- January 6-10. Congress of the Asociación de Lingüística y Filología de América Latina, 4th. Lima, Peru. (Write: Martha Hildebrandt, Director, Instituto Nacional de Cultura, Jirón Ancash 390, Lima 1, Peru.) [See LR Vol. 16.10, p. 13]
- January 6-10. International Conference on Pidgins and Creoles. Honolulu, Hawaii. (Write: Richard R. Day, Steering Committee, International Conference on Pidgins and Creoles, ESL Department, University of Hawaii, Honolulu 96822.) [See LR Vol. 16.10, p. 13]
- January 13-17. Interamerican Symposium on Linguistics and Language Teaching, 7th. Lima, Peru. (Write: Mauricio San Martín Frayssinet, Director General, Instituto Nacional de Investigación y Desarrollo de la Educación, Casilla 1156, Correo Central, Lima, Peru.)
- March 4-8. Convention of Teachers of English to Speakers of Other Languages, 9th. Los Angeles, California. [See LR Vol. 16.6, p. 4]
- March 9-14. National Association of Language Laboratory Directors, 11th. Dallas, Texas.
- March 12-15. Georgetown Round Table, 26th. Washington, D.C.
- March 13-15. Conference on College Composition and Communication. St. Louis, Missouri.
- March 17-22. Workshop on Computational Semantics. Lugano, Switzerland. (Write: Institute for Semantic and Cognitive Studies, Villa Heleneum, CH-6976 Castagnola, Switzerland.)
- March 23-28. Association of Teachers of Japanese. San Francisco, California.
- March 23-28. Association of Asian Studies. San Francisco, California.
- March 30-April 3. American Educational Research Association Annual Meeting. Washington, D.C. [See LR Vol. 16.9, p. 11]
- March 30-April 4. Association for Childhood Education International. New Orleans, Louisiana.
- April 2-5. International Association of Teachers of English as a Foreign Language. London, England. (Write: LATEFL, 16 Alexandra Gardens, Hounslow, Middlesex, England.)
- April 3-5. Annual Central States Conference on the Teaching of Foreign Languages. St. Louis, Missouri.
- April 4-8. Child Language Research Forum, 7th. Stanford, California. [See LR Vol. 16.10, p. 13]
- April 6-7. Annual Meeting of the European Linguistics Society, 9th. Nottingham, England.

**Semantic Interpretation in Generative Grammar**, by Ray S. Jackendoff. (*Studies in Linguistics Series, 2*) Cambridge, Mass., The MIT Press, 1972. xii, 400 pp., \$10.00

Jackendoff presents a theory of interpretive semantics to cover such aspects of English grammar as grammatical relations, adverbs, pronominalization, coreference, focus and presupposition, modals and negation. The presentation is interpretive in nature in that it is based on a strict cleavage between syntax and semantics, whereby a base-generated syntactic string is given meaning by the application of the rules of an autonomous semantic component. This

is opposed to generative semantics where syntax and semantics are intermingled. Reference is made throughout to the controversy between interpretive and generative semantics.

Some major innovations in interpretive semantics are made (e.g. the Katz-Postal hypothesis that transformations should not change meaning is abandoned), but this is compensated for by a much stricter separation between syntax and semantics than has heretofore been proposed (e.g. the syntactic transformation of equi-NP deletion cannot refer to the notion of coreference since the latter is a semantic one). A bibliography on theoretical linguistics is included.

## meetings and conferences

- [Write: R. R. K. Hartmann, Director, Language Centre, University of Exeter, Exeter EX4 4QH, England] [See LR Vol 16.6, p 12]
- April 6-8 Annual Meeting of the Linguistics Association of Great Britain, Nottingham, England. (Write: C. Butler, University of Nottingham, Nottingham NG7 2RD, England)
- April 8-11 Acoustical Society of America, Austin, Texas
- April 10-12 College English Association, 6th Atlanta, Georgia
- April 11-13. Conference on African Linguistics, 6th Columbus, Ohio (Write: Robert K. Herbert, Department of Linguistics, Ohio State University, Columbus, Ohio 43210)
- April 17-19 Northeast Conference on the Teaching of Foreign Languages, New York, New York
- April 17-20 Chicago Linguistic Society, 11th Chicago, Illinois (Write: Chicago Linguistic Society, Goodspeed 205, 1050 East 59th Street, Chicago, Illinois 60637)
- April 20-28 Council for Exceptional Children, Los Angeles, California
- April 24-26 University of Kentucky Foreign Language Conference, Lexington, Kentucky (Write: Theodore H. Mueller, Director, Foreign Language Conference, University of Kentucky, Lexington, Kentucky 40506)
- May 13-16. International Reading Association, New York, New York.
- May 13-16 International Symposium on Multiple-valued Logic, Bloomington, Indiana (Write: J. Michael Dunn, Program Chairman, Department of Philosophy, Indiana University, Bloomington, Indiana 47401)
- July 25-27. Linguistic Society of America Summer Meeting, Tampa, Florida
- July 30-August 6 International Conference on Methods in Dialectology, 2nd Prince Edwards Island, Canada (Write: H. R. Wilson, Department of English, University of Western Ontario, London, Ontario N6A 3K7, Canada.)
- August 17-23 International Congress of Phonetic Sciences, 8th Leeds, England (Write: Special Courses Division, Department of Adult Education and Extra-Mural Studies, Leeds University, Leeds LS2 8JT, England)
- August 25-29 International Congress of the International Federation of Modern Languages and Literatures, 13th Sydney, Australia (Write: S. G. Aston, General Secretary, International Federation of Modern Languages and Literatures, St. Catherine's College, Cambridge, England) [See LR Vol 16.6, p 12]
- August 25-30 International Congress of Applied Linguistics, 5th Stuttgart, West Germany (Write: D. Riebigke, Hallschlag 151, Stuttgart 50, West Germany) [See LR Vol 16.3, p 2]
- November 2-6 American Society for Information Science, Boston, Massachusetts
- November 4-7 Acoustical Society of America Winter Meeting, San Francisco, California
- November 21-24 American Speech and Hearing Association, Washington, D.C.
- November 27-29 National Council of Teachers of English, 65th San Diego, California
- November 27-30 American Council on the Teaching of Foreign Languages, 9th Washington, D.C.
- November 27-30 International Congress of the Federation Internationale des Professeurs de Langues Vivantes (FIPLV), 12th Washington, D.C. (Write: Secretariat General, FIPLV, Postfach 544, D-355, Marburg II, West Germany.) [See LR Vol 16.7, p 7]
- December 3-7, 1975. American Anthropological Association, 74th San Francisco, California
- December 27-30, 1975 Modern Language Association, 90th San Francisco, California.
- December 28-30, 1975 Linguistic Society of America Annual Meeting, 50th San Francisco, California

**Marxism and the Philosophy of Language**, by V. N. Volosinov. Translated by Ladislav Matejka and J. R. Titunik. (Studies in Language, 1) New York, Seminar Press, 1973. vii, 205 pp \$11.50

This is a translation of the 1930 edition of Volosinov's book, which he considered to be the first of its kind having no direct, substantiative support in Marxian or Marxist writings. The book consists of three parts, the first two discussing problems of the philosophy of language as it relates to the question of the relationship between language and ideology, the place of language in the light of general semiotics, the

relationship between linguistics and psychology, etc. Saussurian doctrine and the Crocean trend are analyzed comparatively, and the concepts of language, speech, and utterance are interpreted from a social point of view. The third part of the book offers an investigation of syntactic problems, particularly intersentential relationships. It examines the problems of quoted speech *oratio directa* and *obliqua* and their modifications and substitutions. French, German, and Russian linguistic material is analyzed from this point of view, with observations on colloquial and poetic language and with a sociological treatment of the stylistic variants involved.

In an appendix following the translated text, the translators have written essays that attempt to clarify and comment on key aspects of the intellectual trend in Russia represented by the author with regard to the studies of language and literature.

**Teaching English to Speakers of English**, by Bradford Arthur. New York, Harcourt, Brace, Jovanovich, 1973. xi, 157 pp \$3.95

The main aim of this book is to provide English teachers with a practical theory of English linguistics that they can apply to the problems that they face in the classroom. The book treats both theoretical and practical linguistics, showing how linguistic research can be applied to the problems of education. Topics covered include child language acquisition, the linguistics of reading (i.e., whole-word strategies, phonics, spelling conventions), the linguistics of writing (symbol-sound correspondences, grammar, and punctuation), language attitudes and variation and their relevance to Standard English, how dialect differences affect reading and writing; and vocabulary problems and teaching about language.

## New CAL Publication

**Periodicals in the Field of Applied Linguistics: An International Survey**, compiled by Ludmila Okreglak and Marcia E. Taylor. Arlington, Virginia, Center for Applied Linguistics, 1974. vii, 90 pp \$4.50.

In keeping with the Center for Applied Linguistics' continuing goal of providing information sources in the field of applied linguistics, this volume surveys and classifies journal literature published outside the United States. Such a survey constitutes an important step toward bridging the gap in the availability of language teaching data from abroad. The identification, evaluation, and classification of foreign journals provided in this book should permit the community of language scholars in this country to determine the usefulness of these newly opened sources of information and will facilitate in the establishment of a more permanent mechanism for the utilization of foreign literature. Periodical descriptions are as concise as possible, serving basically as a data base from which the user can begin his own investigations.

## LINGUISTS—from page 3

Ebel, Director, Bilingual/ESL Education, Lancaster-Lebanon Intermediate Unit 13, Bilingual/ESL Center, 100 Franklin Street, New Holland, Pennsylvania 17557.

The University of Pittsburgh is accepting applications for eight graduate teaching assistants in linguistics. Graduate students with a B.A. and some foreign language or TESOL training should apply after January 1975 to Department of General Linguistics, University of Pittsburgh, Pittsburgh, Pennsylvania 15260.

Universidade Federal, Sao Carlos, Brazil is seeking two people to teach English language and literature and scientific and technical English. One position requires a Ph.D. in English; the other requires an M.A. with experience teaching scientific ESL. Both positions require some knowledge of Portuguese. For more information write: Bryce M. Mitchell, Laboratorio de Idiomas, Universidade Federal, Sao Carlos, SP 13580, Brazil.

Universidade de Brasilia is seeking faculty members to inaugurate graduate courses at the Master's level. Qualifications include specialization in psycho- and/or sociolinguistics,

and fluency in Spanish or Portuguese. Letters of interest should be sent to: Augustinus Staub, Instituto de Letras, Universidade de Brasilia, 70 000 Brasilia-DF, Brazil.

The University of the Americas in Puebla, Mexico is accepting applications for the positions of assistant to the director and coordinator of its language institute. Ph.D.'s in bilingual education should contact: Frank Otto, Director, Instituto de Lenguas, University of the Americas, P.O. Box 507 Puebla, Puebla, Mexico.

The Lockheed Aircraft Service Company is seeking two or three EFL teachers for the Saudi Arabian air force. Applicants should have at least three years teaching experience and a B.A. (preferably in English or TEFL). More details may be obtained from: Jack Sands, International Industrial Relations, Lockheed Aircraft Service Company, P.O. Box 33, Ontario, California 91764.

The College of Petroleum and Minerals, Dhahran, Saudi Arabia is accepting applications for an ESL teacher to teach English to students entering college. Qualifications include an M.A. in TESL and at least three years teaching experience. Letters of interest should be addressed to: F. M. Bunyan,

Director of Educational Services, College of Petroleum and Minerals, Dhahran, Saudi Arabia.

Nanyang University of Singapore is accepting applications for a director, senior research fellows, and research fellows for its Chinese Language Center. Applicants for the position of director should hold a higher degree in linguistics, language methodology, or other related subjects and have experience in Chinese language teaching, research, etc. Qualifications for senior research and research fellows are first and higher degrees in Chinese language, linguistics or language teaching methodology, and some teaching experience in relevant subjects. Resumes should be addressed to: Registrar, Nanyang University, Singapore 22, Republic of Singapore.

The University of Texas at San Antonio has a vacancy for an assistant professor of ESL. Candidates must have a Ph.D., be research-oriented, and have some knowledge of Spanish and the Southwest. Letters of inquiry should be addressed to: Curtis W. Hayes, Director, English-as-a-Second-Language and Applied Linguistics, College of Multidisciplinary Studies, The University of Texas at San Antonio, 4242 Piedras Drive East, Suite 250, San Antonio, Texas 78285.

## CONFERENCES—from page 13

is also soliciting resumes of current research from both attendants and non-attendants. The deadline for receipt of resumes is February 15, 1975. Abstracts, resumes, and requests for registration information should be sent to: Elaine S. Andersen, Chairperson, Child Language Research Forum, Committee on Linguistics, Stanford University, Stanford, California 94305.

The Conference on African Linguistics has issued a call for papers for its sixth annual meeting to be held April 11-13, 1975. The group is especially interested in receiving papers on national languages and language planning. Abstracts will be accepted for regular sessions and the symposium, and should be no longer than two type-

written pages. Deadline for receipt is January 3, 1975. Send six copies of abstracts to: Robert K. Herbert, Department of Linguistics, The Ohio State University, Columbus, Ohio 43210.

The 8th Triennial Congress of the International Association for the Study of Italian Language and Literature will be held April 20-24, 1976 at the universities of Palermo and Mossina in Sicily. The theme of the congress is "Literature and Science." Those wishing to present a paper at the congress should submit an abstract to: Giorgio Santangelo, Facoltà di Lettere, University of Palermo, Palermo, Italy

The Association Internationale pour la Recherche et la Diffusion des Methodes Audio-Visuelles et Structuro-Globales (AIMAV) will hold two seminars on the occasion of the Fourth

International Congress of Applied Linguistics. The two topics of discussion will be "Applied Linguistics and Audiovisual Techniques," and "Organization of a Network of Information on Audiovisual Techniques." Only AIMAV members may attend the seminars.

The VIIth Interamerican Symposium on Linguistics and Language Teaching will be held in Lima, Peru, January 13-17, 1975. The theme for this year's Symposium is the "Contribution of Linguistics to Social Integration." Discussion topics include problema of education in the mother tongue and bilingual education. Interested participants should contact: Mauricio San Martin Frayssinet, Director General of the Instituto Nacional de Investigacion, Casilla 1158, Correo Central, Lima, Peru.

## TERMS— from page 2

tions differ for representing the strengths including the use of ordered Greek letters or of numbers representing feature probability weights or substring expansion values. Another area of difference is in the interest in, and method for demonstrating, the variable strength of such factors as age, class, social setting, and intent of speaker.

However, the overall interest is in accounting for the patterned co-occurrence of linguistic elements. The accountability is not limited to "always," "never," or "sometimes" statements but rather is extended to accounting for the pattern inherent in the "sometimes" cases.

### SOME QUESTIONS

1. How does one discover and represent those variable strength relations which should not be represented in any particular rule because they are characteristic of a language system or of language universals?
2. Can *variable rules* account for diminishing and increasing acceptability of certain structures in relation to certain processes, i.e. multiple center embeddings and passivization?
3. Can rules which have traditionally been considered separate (because of slightly different environments or different categoriality), but which reflect the same processes in the grammar of a language, be better represented as parts of a *variable rule*?
4. Must variable rules account for differing productive and receptive competence in a single speaker-hearer?
5. Does variation in the order of rule application within an individual and/or within a speech community indicate some more general notion of language variation?
6. How do you know that the varying elements discovered and accounted for are actually reflexes of a variable language system rather than a proof that the rule has been stated incorrectly?

Variable rule analysis, while not uncontroversial, is concerned with problems of general linguistic interest and the hypotheses put forth merit serious consideration.

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

## Conference Focuses on Language Acquisition

The fourth annual Western Conference on Linguistics met October 17-19, 1974 at the University of Washington. Besides papers on topics of general linguistic interest, this year there was a special focus on first and second language acquisition. A keynote address was made on this topic by Susan Ervin-Tripp (University of California, Berkeley) entitled "The relationship between first and second language acquisition." Other related papers were: "Babbling of a hard-of-hearing, a Down's Syndrome, and a normal child: a comparative study" by Rebecca Eilers and D Kimbrough Oller (University of Washington); "The acquisition of fricatives" by David Ingram (University of British Columbia); "Semantics versus syntax: evidence from stress patterns in child language" by Leslie Wieman (University of Washington); "Speech perception in second language acquisition: a suggested model" by Elaine Tarone (Seattle Central Community College); "Dichotic studies in two- to three-year olds" by John Gilbert (University of British Columbia); "Toward a general theory of phonological processes in first and second language learning" by D. Kimbrough Oller (U. of Washington); "The inter-language hypothesis extended to children" by Guy Dumas (Ontario Institute for Studies in Education), Larry Selinker (U. of Washington), and Merrill Swain (Ontario Institute for Studies in Education) There was also a panel discussion on first and second language acquisition, moderated by Doug Brown (U. of Michigan). The discussants were Merrill Swain, Elaine Tarone, John Gilbert, and Susan Ervin-Tripp.

### NSF—from page 1

grants. The National Institute of Mental Health and the Department of Defense are the leading sources at annual rates between \$2 million and \$3 million, according to the estimates. Following were the National Science Foundation and the National Institutes of Health at between \$1 and \$2 million. Funding more than \$500,000 annually are the Ford Foundation, the National Institute of Education, the Office of Education, and the National Endow-

ment for the Humanities.

Most linguistic research, basic or applied, is supported because it contributes to broader agency goals. An example is the Ford Foundation's support of national development, which includes a modest part for language-related research. The NSF began to consider linguistic research as a separate program in 1974 (See LR 16:3, March 1974) and is the only agency to do so.

In fiscal years 1972-74, NSF received 271 research grant proposals and awarded 101 grants. The greatest proportion of support went to synchronic and diachronic language description, including surveys and classification, with 85 proposals and 39 awards. The next two largest categories were typological comparison, 16 proposals and 11 awards, and phonology and phonetics, 15 proposals and 11 awards. It is expected that the proportion of support for language description will decrease in the future. Reduction in number of requests in this area, the increasing role of the National Endowment for the Humanities, and the increasing need for support of research on language acquisition and the social structure of language are the main reasons for this change, according to Alan Bell.

American Indian languages have received a relatively large part of the support for language description. The workshop participants generally felt that this should continue. They also discussed the relationship between research support and the desirability of integrating the needs of a speech community with research projects concerning it.

Attention was drawn to neurolinguistics and to the historical study in depth of major language families such as Afroasiatic, Altaic, and Sino-Tibetan as areas perhaps requiring long-range planning. For additional information contact: Alan Bell, Staff Assistant for Linguistics, National Science Foundation, Washington, D.C. 20550.

The U.S. Office of Education, as authorized by the Education Amendments of 1974, will publish regulations for Fiscal Year 1975 Bilingual Education (Sec. 105) in the January 13, 1975 issue of *The Federal Register*.

## TESTING—from page 7

with a set of specially constructed criterion measures to subjects in Chile, Japan, and Peru. He found, among other things: (1) that some sections of TOEFL bore little relation to criterion measures and could therefore be eliminated or replaced, (2) that some sections were providing identical information and so might be collapsed into a single section, and (3) that some alternative item types were more effective than current TOEFL item types and so might be substituted. In those instances in which the results of Pike's investigation confirmed results of previous research, changes were made.

I am convinced that serious critics of TOEFL, and certainly those who take the examination, will welcome the elimination of the "simulated lecture" from the listening comprehension test. In its place the revised TOEFL will include a number of shorter segments designed to represent kinds of speech a foreign student would be exposed to in the United States. These might include a brief segment from a classroom lecture, but also such examples of situational speech as an exchange between a student and a clerk in a bookstore, an item from a radio news broadcast, an oral invitation, etc.

Contents of the other subtests of the revised TOEFL will show a similar relaxation of constraints upon register and situation. Texts used in the testing of reading comprehension will vary in length from a single sentence to several hundred words, and in style from the vernacular or that of classified ads to the traditional textbook expository. Attempts will be made not just to test for approximate meanings of low frequency words, but also to test for a knowledge of the range of meanings which can be carried by the more frequently used words in English. The new TOEFL will no longer attempt to distinguish between the grammatical and the stylistic. In the past (and now) when "Structure" and "Writing Ability" were separate tests, there was a tendency to discard items which, according to some natives, involved grammatical choices and to others involved stylistic choices. That resulted in a certain linguistic impoverishment of TOEFL which will no longer be imposed.

I will report much less here about

the changes in the Cambridge examinations. The University of Cambridge Local Examinations Syndicate has already published a general announcement on "Changes of Syllabus in 1975" and also the formal "Regulations" for the new examination forms. In addition to these, H S. Otter (1973) has provided a summary and a useful discussion of the background of the changes.<sup>1</sup>

The first change is one of name. The "Lower Certificate" will become the "First Certificate." This is not simply a cosmetic difference. The "First" and "Proficiency" examinations will have almost identical form. The First examination will be somewhat more restricted in scope and will test more basic language, but both will include an oral interview and separate tests of composition, reading comprehension, use of English, and listening comprehension. The reading and listening comprehension tests will employ a multiple-choice format, all other tests require the candidate to write or utter responses. Test time for the First Certificate Examination will be approximately six hours; for the Proficiency Examination, test time will be approximately eight hours. In addition to the required tests, First Certificate candidates may elect to take a 2½ hour translation test (English with French, German, Greek, Italian, Portuguese, Spanish, and other languages by special arrangement). Proficiency Certificate candidates may elect optional 3 hour tests of translation (same languages), English Literature, British Life and Institutions, Science Texts, and Survey of Industry and Commerce. In past years Proficiency candidates were required to take an oral test and an "English Language" test which included reading and composition; the other two tests could be selected from among those which will now be offered as optional, additional tests.

In several ways the new Cambridge examinations and TOEFL will come to resemble one another more closely, but differences in testing "philosophy" will still show through. Examinees sitting for TOEFL or for a Cambridge examination will all take the same test—the candidate for a Cambridge certificate will no longer be able to select which ones of a number of subtests (papers) he will offer. It is not clear whether this reflects a conviction

that there is a single set of skills and knowledge which underlies foreign language proficiency or whether it reflects instead a desire for high test reliability. One must hope that the first alternative is the reason, an accurate measure of trivial aspects of language ability is seldom preferable to somewhat less consistent measures of important abilities.

TOEFL, but not Cambridge, will continue to rely entirely upon multiple-choice testing. This difference is certainly influenced in part by the need for quicker scoring of the TOEFL, but it suggests a difference in outlook as well. The multiple-choice format allows for greater equivalence among test forms so that it makes little difference which form of a test any student takes. The Cambridge examinations not only incorporate subjectively scored sections, permitting the inclusion of a "speaking test," but also make it a matter of policy to change test tasks from form to form. This shows a greater concern for the effects of examinations upon instruction. It may be dangerous for a student to prepare narrowly for the TOEFL, avoiding attempts to produce spoken or written English and concentrating upon making choices (so much the worse if it is an effective way to prepare). But the student will not be inclined to take such a limited view of language learning if he expects to become a candidate for a Cambridge certificate.

It is gratifying to see that those who write TOEFL and the Cambridge examinations can make changes despite the inertia which is an unavoidable part of continuing examination programs. It is gratifying also to see that the tests are becoming more similar in many ways. This indicates that research on language testing is having a cumulative, practical result. At the same time, I am happy to see the programs developing along different lines. The purposes of examinations and the needs of examinees cannot all be the same, and these differences must somehow show in the testing instruments. For the moment, at least, we can be pleased.

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1. Otter, H S. "Some Problems in the Construction of a Language Examination." In M C O'Brien (ed.), *Testing in Second Language Teaching. New Dimensions*. Dublin: Dublin University Press, 1973, 48-60.

# grant and fellowship deadlines

Organization	Program	Details in Reporter	Deadline
AAUW	Dissertation Fellowships	Oct. p 10	Jan 2
	Postdoctoral Research Grants	Oct. p 10	Jan 2
ACLS	Grants-in-Aid	Sept. p 1	Feb 15
	Travel Grants to Conferences Abroad	Sept. p 1	Feb 15, June 15, Oct 15
	Travel Grants to International Conferences Aboard on East European Studies	Sept. p 1	Feb 15
APS	Grants to Postdoctoral Scholars	Sept. p 5	Feb 7, April 11, Aug 8
Belgian American	Study and Research Fellowships	Oct. p 10	Jan 31
Doherty Foundation	Latin American Study Fellowships	Dec. p 4	Open
Ford Foundation	Graduate Fellowships for Minorities.	Nov. p. 7	Jan 5
Humbolt	Humbolt Research Fellowships	Dec. p 4	Open
IREX	USSR Travel Grants in the Social Sciences	Sept. p 4	Open
	Ad Hoc Grants to Promote New Exchanges	Sept. p 4	Open
	Grants for Collaborative Projects	Sept. p 4	April 30, Oct 31
NEH	Research Tools	Dec. p 4	May 6
	Summer Seminars for College Teachers	Sept., p 5	Feb 17
	Youthgrants	Dec. p 4	April 1
NIMH	Research Project Grants	April. p 6	Feb 1, June 1, Oct 1
	Program Project Grants	April. p 6	Feb 1, June 1, Oct 1
	Small Grants.	April. p 6	Feb. 1, June 1, Oct 1
	Special Grants	April. p. 6	Open
NRC	Research Associateships.	Dec. p 7	Jan 15
NSF	Doctoral Dissertation Research Grants	Dec. p 4	Open
	Instructional Scientific Equipment Program	Dec. p 8	Dec 13
	RANN	Nov. p 6	Open
	Specialized Research Facilities and Equipment	Dec. p 4	Open
	U S -Republic of China Cooperative Science Program	Nov. p 11	Open
	U S -India Exchange Program	Nov. p 22	Open
U.S -Japan Exchange Program	Nov. p. 22	Open	
RIHE, Singapore	Junior and Senior Research Fellowships	Dec. p. 4	Open
SSRC	Collaborative Research Training Fellowships in Latin America and the Caribbean	Nov. p. 6	March 1
	Inter-American Research Training Seminars in Latin America and the Caribbean	Nov. p. 6	March 1
U Pittsburgh/Andrew Mellon	Postdoctoral Fellowships	Dec. p 4	Jan 15
Woodrow Wilson	Doctoral Fellowships	Sept. p 5	March 1

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