

1959–1982

The *Linguistic*
Reporter

Volume 17

(1975)

CAL CENTER
FOR APPLIED
LINGUISTICS

THE LINGUISTIC REPORTER

A Newsletter in Applied Linguistics

Volume 17

Number 1

January
1975

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

HEW Appropriation Bill Goes to President Ford

House-Senate conferees have finally reached an agreement on a compromise \$33.04 billion Labor-HEW appropriation bill for fiscal 1975. (HEW has been operating under a continuing resolution since July 1, 1974.) The bill is \$485.2 million below the Administration's budget request. In general, more money will be available for programs involving language and linguistics. Listed below are some of the recent congressional actions on funding for such programs.

National Defense Education Act (NDEA). Congress has appropriated a total of \$15.3 million for programs under this Act, with \$14 million earmarked for Title VI of NDEA and \$1.3 million for Fulbright-Hays programs. In earlier action, the Senate had appropriated \$15.3 million for these programs, while the House appropriation had totaled only \$12 million. If the compromise appropriation stands, these programs will receive almost \$1.5 million more than they received during fiscal 1974.

National Institute of Education (NIE). NIE's appropriation will total \$70 million, which is \$60 million below the Administration's request of \$130 million. The appropriation is a major concession on the part of the Senate, which originally appropriated no funds at all for the agency. Even

See *Funding*-3, Col. 2

ALSED Conference on Language Teaching

In an attempt to lay the foundation for regular cooperation and exchange of information among institutions, organizations, and research workers, as well as set a common conceptual approach, the program for Anthropology and Language Science in Educational Development (ALSED) of UNESCO, with the assistance of the Ford Foundation, held an invitational meeting, May 8-10, 1974 at Unesco House in Paris. Thirty participants and fourteen observers from nineteen countries met to discuss methods by which anthropology and language sciences might contribute to the solution of concrete problems involved in a world-wide and interdisciplinary approach to the teaching of languages. The conference was organized by Albert Legend of the ALSED Staff.

A very wide exchange of views took place, centering around three main topics: action at the national level, priority areas and problems, machinery for international cooperation.

Concerning the national level, it was agreed that to bring the contribution of anthropology and language science to bear upon the improvement of language teaching and of education as a whole, much more than the expansion and organization of relevant research was required. Strong emphasis was placed on the need for an interdisciplinary approach and for bridging the gap between research and its applications to both formal and non-formal education in its various forms. This implies in particular not only training local research personnel but also providing them (through teacher-training programs) with an awareness of the findings of research, and preparing them to take into account new approaches and methods in their teaching. Policy makers and those involved in curriculum development and educational planning should also be familiarized and associated with lan-

guage research and the utilization of research results. For this purpose, it is necessary that the results of research be made available in simple, non-technical language. Research workers should also be prepared for and aware of the need of bridging the gap with

See *ALSED*-12, Col. 1

NACTEFL Focuses On Specialized English

The eighteenth meeting of the National Council on the Teaching of English as a Foreign Language was held November 15, 1974 in Rosslyn, Virginia. The Council is composed of a small group of established scholars in the field of English as a Foreign Language and acts in an advisory capacity in relating the resources of the academic community to the government effort in this field.

The meeting was chaired by Albert H. Marckwardt (East-West Culture Learning Institute, East-West Center); other Council members present at the meeting were Harold B. Allen (University of Minnesota); Virginia F. Allen (Temple University); John Bordie (University of Texas at Austin); J. Donald Bowen (English Language Institute, American University in Cairo and University of California at Los Angeles); William Slager (University of Utah), and G. Richard Tucker (McGill University). Government agencies participating were Action, the Department of State, the Bureau of Indian Affairs, the United States Information Agency, the Defense Language Institute, the Agency for International Development, the Office of Territorial Affairs at the Department of the Interior, the Department of Labor, and the U.S. Office of Education. The Center for Applied Linguistics acts as Secretariat for the Council.

See *NACTEFL*-5, Col. 3

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Workshop For Native American Educators

The Linguistics Program of the University of Utah will conduct a five-week Summer Workshop for teachers and other persons who are or may be involved in bilingual programs for Native American children from June 9-July 11, 1975. Trainees will receive instruction and practice in three basic areas: Applied Linguistics, Bilingual Education, and Reading/Literacy. The basic goal of the Workshop is to equip the trainees to work more effectively in bilingual programs at the elementary school level, with emphasis on teaching children to read and write their native language and on the construction and use of bilingual curriculum materials.

Part of the instruction will be concerned with matters related to bilingual education in five specific languages: Cherokee, Choctaw, Lakota, Navajo, and Papago. As such, each trainee must be a fluent speaker of one of these languages. Wherever practical, the trainee should also be able to read and write his language; however, when necessary, attention will be devoted during the Workshop to assisting the trainee in becoming literate in his native language.

Thirty trainees will be selected in collaboration with local tribes and school officials. Trainees will be chosen on the basis of their potential for contributing to bilingual education programs in their communities, not on the basis of their formal educational background.

As part of the trainee selection procedure, one of the Program staff will visit each local community well in advance of the Workshop. He will con-

sult with local officials and potential trainees to further explain the Program, assess community needs, and help in the selection of trainees. He will also return to the community during the following school year to assist the trainees in implementing what they have learned at the Workshop.

The Directors of the Program are Wick R. Miller and David E. Iannucci of the University of Utah's Linguistics Program. The full-time staff also include William Slager (University of Utah); John Peterson (Anthropology Department, Mississippi State University), and William Pulte (Anthropology Department, Southern Methodist University). The teaching/research specialties of the Program staff include: Native American languages and cultures, applied linguistics, and bilingual/bicultural education. In addition to the full-time staff, a number of outside consultant-instructors will be brought to the Workshop from time to time to provide additional information and perspectives related to Native American bilingual education. These consultants will include language and education specialists who are themselves literate native speakers of the five languages of the Workshop.

The Center for Applied Linguistics is helping the Program staff collect descriptive materials for use in training the participants in linguistic analysis as well as compile native language materials for the teachers' use in their classrooms. Anyone interested in further information on the Workshop should contact David E. Iannucci, Linguistics Program, University of Utah, Salt Lake City, Utah 84112.

Hawaii Institute Sets Culture/Learning Goals

The 1974-75 major thrusts of the East-West Culture Learning Institute in Honolulu are *cultures in contact, language in culture, cultural identity, and thought and expression in culture learning*.

The Institute has identified the role of language as an important feature of cultures and subcultures and thus as a primary interest of the Institute. Programs in this area are centered on sociolinguistic studies, with particular reference to language planning, bilingual education, and foreign/second language learning. Activities in these three areas are listed below.

Second Language Education

Program for Trainers of Teachers of English to Speakers of Other Languages. This is a seven-month pre-service teacher training program which includes minicourses on language acquisition, linguistics and psycholinguistics, language pedagogy and technology, evaluation and testing, and culture and language.

Program for Administrators of English as a Second Language Program Including minicourses on culture and language, cultural aspects of ESOL administration, workshops and their use, cost-benefit factors involved in administering language programs, evaluation techniques for ESOL, and issues and problems in ESOL, this is a four-month inservice teacher training program.

English to Speakers of Other Languages Materials Development. This program assists participants in developing materials suited to their particular countries and teaching situations.

Bilingual Education

Bilingual Education Activity. A nine-month program to provide an overview of the basic literature in the field of bilingual education through a series of lectures and workshops, this activity includes minicourses on tests and measurement and on the anthropological view of biculturalism.

Language Planning

Sociolinguistic Survey of the Southeast Asian Ministers of Education Organization Countries. Conducted in conjunction with the SEAMEO Regional English Language Center in Singapore, the Survey intends to cooperate with

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 nine times a year, monthly except June, July, and August. Editor: Allene Guss Grognet, Associate Editors: Marcia E. Taylor and Diane Bartosh. Annual subscription, \$4.50, air mail, \$9.50 (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.

scholars and administrators from the eight SEAMEO countries in a study of the language situation in each country in an investigation of the necessity and demand for English as a second or foreign language, and an investigation of language and language-learning attitudes and motivations.

Application procedures and further information on the Center's other activities may be obtained by writing: The Director, Culture Learning Institute, East-West Center, Honolulu, Hawaii 96822.

New East European Language Council Forms

The Inter-University Council on East European Language Programs (IUCEELP) was recently formed to investigate the possibilities of pooling the resources of universities offering programs in East European languages. With most East European language programs facing such problems as shrinking student enrollments and evaporating funds, the IUCEELP is initiating efforts to coordinate university programs and possibly ease the individual university financial burdens of operating them. The hope is to obtain some definite commitment from universities that they will continue to offer specified courses so that students from all over the U.S. will know which languages will be available to them. Administratively, the Council functions as a subcommittee of the Language Training Committee of the American Association for the Advancement of Slavic Studies (AAASS). Jan L. Perkowski, University of Virginia, serves as executive secretary.

Official member institutions of IUCEELP include: University of Washington, University of Kansas; Indiana University; Ohio State University; University of California, Berkeley; Princeton University; George Washington University; Pennsylvania State University; Brown University; Cornell University; University of Michigan; University of Texas; University of California, Los Angeles; University of Wisconsin. Interested universities are invited to join. For more information on the Council and its activities write: Jan L. Perkowski, IUCEELP, University of Virginia, Center for Russian and East European Studies, Cooke Hall, Charlottesville, Virginia 22903.

No reader of *The Linguistic Reporter* is unaware of the great linguistic diversity of the Southwest. Perhaps few have considered that—in view of the number of speakers, its importance in the educational process, and its official status—English may be the most neglected language of the region. One can almost count the number of serious students of Southwest English on the fingers of one hand.

The priorities for work on Southwest English are: (1) the study of the English of both monolinguals and bilinguals; (2) the compilation of bibliographical information, and (3) the establishment of a regional resource center for corpora and materials of all kinds on Southwest English and computerization for ready access. Guadalupe V. Fallis, Donald W. Dearholt (both of New Mexico State University), and I are interested in conducting a replication of the English studies done at the Cross Cultural Southwest Ethnic Study Center of the University of Texas at El Paso. Our study would be conducted in the Las Cruces area and would include younger subjects and monolingual speakers of English. Our hope is to computerize the materials we collect, those from the Cross Cultural Center, and any others which may become available to develop a repertoire of programs usable with the Brown University Corpus so that parallel studies may be done on regional and national materials. We have made the decision to put emphasis on the study of the English of Chicanos as a factor in progressive dropout—which we consider to be of greatest importance.

Pending the establishment of a resource center, either at New Mexico State University or elsewhere, I ask *LR* readers to do two things: (1) Encourage interest in the English of the Southwest, and in that of any group Southwestern in origin which may have migrated, by studying it yourself or assisting students to do so; (2) To retain copies of any tapes, well-defined collections of writing, speeches, term papers, etc. in the hope that it will shortly be possible to house them suitably and disseminate them efficiently.

Betty Lou Dubois
New Mexico State University

FUNDING—from page 1

though the appropriation means that NIE will survive for at least another year, serious cuts in its obligations will still have to be made since, according to one NIE spokesman, current "legal or moral" obligations total \$89.3 million.

Right to Read and Follow Through. Appropriations for these programs total \$12 million and \$53 million respectively. These figures are consistent with Administration budget requests.

National Science Foundation (NSF) In earlier action, a total of \$768.15 million was appropriated and approved for NSF. This appropriation is \$20.05 million less than the agency's budget request and \$44.35 million less than the Administration request. One significant aspect of the appropriation bill is that it stipulates that \$50 million of the agency's budget be used for non-energy related research.

Elementary and Secondary Education Act (ESEA). Appropriations for programs under this Act are included in a \$8.5 billion supplemental appropriation bill recently released from a Senate-House conference. Under the bill, \$85 million has been appropriated for Title VII (bilingual education), an amount which is \$5 million below the Senate figure but \$15 million above the House figure. Other appropriations for programs under this Act include: \$146 million for Title III (supplementary centers and services); \$1.8 billion for Title I (educationally deprived); \$900,000 for Title VIII (handicapped education). All of these amounts are either consistent with or below Administration requests.

The compromise bill still must go to President Ford for his signature. Indications are that he will exercise his option of cutting any of these programs by as much as but not more than 5 percent.

IN BRIEF...

The Bilingual Education Service Center (Illinois) is planning to conduct a series of mini-courses to provide inservice training to bilingual education teachers. To obtain registration material and information on available courses write: Bilingual Education Service Center, 101 North Owen Street, Mount Prospect, Illinois 60056.

The U.S. Office of Education will publish regulations for the new Education Amendments of 1974 in the *Federal Register*. Amended regulations will appear on the following schedule.

January 8, 1975. Ethnic Heritage Studies Centers (Sec. 111).

January 13, 1975: FY 1975 Bilingual Education (Sec. 105)

February 1, 1975 Part B, Indian Education Act (Sec. 832).

March 1, 1975: Vocational Education Part J (Bilingual) (Sec. 841a), Library Services and Construction Act (Bilingual) (Sec. 841b).

April 18, 1975 FY 1976 Bilingual Education (Sec. 105), Bilingual Education Amendments, Higher Education Act (Sec. 833); Title IX, Higher Education Act (Sec. 836)

The first issue of *CATESOL Occasional Papers*, published by the California Association of Teachers of English to Speakers of English as a Second Language, has recently appeared. Editor for the issue is Kenton Sutherland. Among the articles included in the issue are: On Hyphenated Linguistics and Hyphenated Americans (Robert L. Politzer); The Effects of Several Years of Bilingual Schooling on Language Maintenance: What Language is Juinito Using Now? (Andrew D. Cohen); Assessment in an Instructional Program Designed for Spanish-Speaking Children Acquiring English Language Skills (Huberto Molina); Some Characteristics of an Effective Language Learning Program (Kenton Sutherland). Copies are available at a cost of \$2.00 each from: Kenton Sutherland, Canada College, 4200 Farm Hill Boulevard, Redwood City, California 94061.

Chinese / Japanese Bilingual Institutes

Seton Hall University (NJ), in cooperation with the U.S. Office of Education, sponsors two bilingual institutes during 1974-75. Both the summer institute and the academic year institute focus on Chinese/Japanese-English bilingual education—somewhat of a pioneering effort in the U.S.

The six-week summer institute at Seton Hall provides inservice training for experienced teachers and paraprofessionals serving in Chinese or Japanese bilingual programs for children of limited English-speaking ability. The first such institute was held this past summer from July 1-August 9th—the first in the nation to retrain inservice Chinese/Japanese-English bilingual teachers. It was also the first time where national data were compiled on these kinds of programs throughout the U.S. The Chinese/Japanese-English Bilingual Institute now has a complete list of bilingual programs supported by Title VII, Title I, state laws, and local tax-levy monies.

The academic year institute prepares bilingual students with B.A. or M.A. degrees to become qualified and effective Chinese-English or Japanese-

English bilingual teachers. The formal program includes daily classroom instruction and workshops consisting of (1) bilingual education—theory and practice, (2) teaching methods—English as a second language, Chinese or Japanese as first and second languages, Chinese or Japanese cultures, other content areas (i.e. math or science), demonstration classes, Chinese (Mandarin, Cantonese) or Japanese languages, education courses, linguistics, and testing and measurement. This institute is conducted for 32 weeks.

Both institutes attempt to acquaint participants with new approaches and models in bilingual education and to demonstrate new teaching materials and methodologies in teaching English, Chinese, and Japanese cultures and languages as well as other content areas. They are supplemented with informal programs including special lectures, social and cultural evenings, and field trips. For application forms and more information on these institutes write: John B. Tsu, Director, Chinese/Japanese-English Bilingual Institute, Seton Hall University, South Orange, New Jersey 07079

PRIVATE GRANTS FOR BILINGUAL EDUCATION

While the majority of funding for bilingual/bicultural programs is usually made available through federal, state, or local governmental agencies, in the past year a number of private foundations have contributed their support to such programs either directly by means of funds for operating expenses or indirectly through support of evaluation of programs by outside agencies. Listed below are some of the recipients of such awards.

Meyer Foundation

Spanish Catholic Center, Washington, D.C. For support of a bilingual GED program for the Spanish-speaking community
Spanish Education Development Center, Washington, D.C. For evaluation and research component for education programs for Spanish-speaking people in the District

Irwin-Sweeney-Miller Foundation

Chicano Education Project, Golden, Colo-

rado For a project working toward bilingual/bicultural education in Colorado.
Texas Institute for Educational Development, San Antonio, Texas For operation of a bilingual/bicultural program for Chicanos.

Donner Foundation

Tri-State Tribes, Ad Hoc Committee for Future Indian Education, Billings, Montana. For establishment of the Montana Indian Education Association to serve as liaison between institutions and Montana Indian communities

Ford Foundation

National Behavioral Sciences and Opinion Research Institute, Mexico City, Mexico For Evaluation of *Plaza Sesamo*, a Spanish-language children's television program

Research Foundation of the City University of New York, New York City For graduate program to train bilingual-bicultural school counselors

grants, fellowships, awards

The Russell Sage Foundation offers resident fellowships for advanced graduate students in the social sciences. The program is designed to provide a small group of exceptional graduate students with the opportunity to become acquainted with the development and support of policy-relevant social science research. Three fellowships are awarded to students in their final year of doctoral studies who wish to spend a year at the Foundation's offices in New York City. Eligibility is limited to students who have faculty approval for their dissertation research and are well advanced in its execution.

Faculty members must submit letters of nomination on behalf of students. Candidates should also submit a letter describing their interests in the social sciences, the subject of their doctoral research, and reasons for seeking entry into the program. The deadline for completed applications is January 30, 1975. More information may be obtained from George R. Vickers, Co-director, Graduate Student Fellowship Program, Russell Sage Foundation, 230 Park Avenue, New York, New York 10017.

The Phillips Fund of the American Philosophical Society offers a limited number of small grants in American Indian anthropological linguistics and ethnohistory. Usually ranging from \$500 to \$800, the grants are primarily awarded for work in North American Indian linguistics and ethnohistory. Preference is given to younger scholars, including graduate students. The deadline for completed applications is March 7, 1975. Forms may be obtained from The Librarian, American Philosophical Society, 105 South Fifth Street, Philadelphia, Pennsylvania 19106.

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

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

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

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

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

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

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

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

US/USSR Conference On Russian Language

A Soviet-American Conference on the Russian Language was held October 11-16, 1974 at Amherst College and at the Massachusetts Institute of Technology. The conference format provided for both the formal reading of papers and the presentation of workshops and was designed to highlight recent linguistic and methodological work on the Russian language as well as provide insights into the teaching of Russian. The conference was attended by a Russian delegation from Moscow University and the Pushkin Institute.

Some of the topics covered during the course of the conference included: On the "Quantification Form" in Russian (Kenneth E. Naylor, Ohio State University), Lexical Specification and the Teaching of Russian Syntax (Leonard Babby, Cornell University); Transitivity and the Russian Verb (Johanna Nichols, University of California at Berkeley), Problems in the Description of Russian Intonation (Morton Benson, University of Pennsylvania), Russian Accentuation (Morris Halle, Massachusetts Institute of Technology); Semantic Differences in Variant Syntactic Structures (N. A. Lobanova, Moscow University), Teaching Verb Aspect (O. P. Rassudova, Pushkin Institute), Phonological and Morphological Units in Teaching Russian (Horace G. Lunt, Harvard University), and Some Problems in Teaching Russian Syntax (C. H. Hille, Yale University).

Information on the availability of papers may be obtained from Barbara Smith, Conference Secretary, Department of Russian, Amherst College, Amherst, Massachusetts 01002.

NACTEFL — from page 1

A special topic of discussion at the meeting was English for Special Purposes (ESP) in such areas as medicine, law, aviation, and tourism at a variety of levels. The leadership of the British in this field was noted. In connection with bilingual/bicultural education, attention was given to current research and its application. Other areas covered were problems of literacy and teacher training and recruitment procedures. A representative of USIA also gave an account of broadcasts of English lessons by the Voice of America to the People's Republic of China.

CAL REPORTS ON LANGUAGE ORGANIZATIONS: IATEFL

Founded in 1967, the International Association of Teachers of English as a Foreign Language (IATEFL) has from the beginning concentrated on two types of activities: the holding of conferences and the publication of a Newsletter.

So far eight conferences have been held, seven in London and one overseas. For each a very general theme was chosen, since the members of the Association are concerned with very many types and levels of teaching. The themes for these conferences included: Desire to Learn, The Relationship Between End and Means in TEFL, What to Teach and How to Teach It, Children and Adults, Use and Abuse of Teaching Aids, English for Vocational Purposes, EFL Teacher Training, and Motivation in Foreign Language Learning.

The next IATEFL conference will be held April 2-5, 1975 in London. The theme of the conference will be "The Development of the Reading Skills," and papers given will be devoted to discussions of this theme in its broadest aspects. In recent years, attendance at these conferences, open also to non-members of IATEFL, has been about 400-450. Some 55 to 60 papers have been presented, and ample discussion time has been provided.

"Home" or London-based conferences will not in the future be held annually, since time has also to be found for conferences overseas. The first of these took place in April 1974 and was sponsored jointly by IATEFL and the Hungarian Tudományos Ismeretterjesztő Társulat (TIT) in Budapest. About 400 people attended, coming from many countries of the world. Topics discussed included teaching English to young children, graduate and adult teaching, culture and civilization, and English for special purposes. The next overseas conference will be held December 28-30, 1975 in St. Malo and will again be jointly sponsored, this time with the Association des Professeurs de Langues Vivantes (APLV). The theme of the conference will be "Teaching English to Learners of Varying Ability and Achievement." A joint conference with the Teachers of English to Speakers of Other Languages (TESOL) is also being planned.

IATEFL also publishes a Newsletter which is sent to all members five times a year. Besides Association announcements, it contains summaries of papers presented at recent IATEFL conferences and news items dealing with what is happening in the world of TEFL. We would like to be sent a larger number of such items.

As of September 1974, the total number of individual Association members was about 1,500, of whom 70 percent live outside the United Kingdom. The Association has branches in Belgium, Denmark, Greece, Iceland, and the Netherlands, as well as several affiliates. Institutional members (i.e. schools or institutes which specialize in TEFL) number about 50, equally divided between the United Kingdom and overseas.

IATEFL is affiliated—as are the International Association of Teachers of German (IDV), French (FIPF), Spanish (AEPE), etc.—with the Fédération Internationale pour Langues Vivantes (FIPLV).

IATEFL encourages the exchange of views and news on all aspects of the teaching of English as a foreign language, whether to children or to adults, and the establishment of branches of IATEFL to pursue aims similar to its own. It seeks also to stimulate thought, observation, and writing in this field of activity and is concerned mainly with the practical side of language teaching. It looks for a close and cooperative relationship with the other "unilinguals," such as TESOL and IDV, and with the national "multilinguals," such as APLV. Above all, its aim is to increase professional pride and awareness among teachers of English as a second or foreign language, in the interest of more effective language teaching.

Membership in IATEFL may be achieved in several ways, details of which are available from: Dr. J. Forrester, Secretary-Treasurer, 7 Ellis Road, Tankerton, Whitstable, Kent CT5 2AX, England.

*William R. Lee, Chairman
International Association of
Teachers of English as a Foreign Language*

new journals

Verbatim. Quarterly. First issue: May 1974. Editor: Laurence Urdang. Subscription. \$2.50 domestic, \$3.00 foreign. All correspondence to: Laurence Urdang, Editor, Verbatim, Essex, Connecticut 06426.

Verbatim is an informal periodical for non-professional linguists who have an interest in all aspects of language. This quarterly publishes articles, anecdotes, squibs, letters, and other materials written in a popular style by linguists and other professional observers of the English language.

Information. Published by the National Institute of Education, US Department of Health, Education, and Welfare. Quarterly. First issue: September 1974. Subscription: free. All correspondence to: National Institute of Education, Office of Government and Public Affairs, Washington, D C 20208.

This new newsletter is the official publication of the National Institute of Education. It is intended to provide the educational community with information about current research activities and the results of NIE projects. Articles focus on all aspects of education. Reader comments are welcome.

International Journal of the Sociology of Language. Published by Mouton. Three times a year. General editor: Joshua A. Fishman. Editorial correspondence to: Joshua A. Fishman, c/o Ferkauf Graduate School, Yeshiva University, 55 Fifth Avenue, New York, New York 10003. Subscription inquiries and correspondence to: Co-Libri, P O Box 482, The Hague 2076, The Netherlands.

International and interdisciplinary in scope, this new publication is concerned with the development of the sociology of language in its broadest sense. Articles treat theoretical and empirical topics which contribute to the growth of language-related knowledge, application, value, and sensitivity. Each issue will be devoted to specific topics, with the first one focusing on the sociology of language in Israel. Sample future issues include language and legal process, language and identity, and microsociolinguistics, the sociology of conversation.

CAL/ERIC Clearinghouse on Languages & Linguistics

Selected Bibliographies 2: BILINGUAL/BICULTURAL EDUCATION

by James W. Ney and
Donella K. Eberle

[James W. Ney is Professor, and Donella K. Eberle is a graduate assistant, both in the English Department of Arizona State University, Tempe.]

The purpose of this selected bibliography in bilingual/bicultural education is to present a listing of readily available articles, surveys, textbooks, and anthologies to which the reader may turn for a broad introduction to the field. It is not limited in approach to either theory or application, but gives instead some reading in both. Differences of opinion among the authors will, at times, be noted. It seems to be as difficult to define bilingual education as it is to agree upon the meaning of bilingualism itself. Both are subject to the concepts and aims of the educator. To some, bilingual education is having an ESL class for speakers of other languages while all other courses are taught in English, with the result being that all students become, in effect, monolingual. To others, it is teaching all students, both minority and majority, in all classes in both languages, with the result being that the total school population becomes bilingual. In between these positions are many other types of bilingual education, each producing varying degrees of bilingualism. Examples will be found in the suggested readings. The importance and effects of bicultural education are also discussed at length in most of the references.

In spite of the lack of agreement on some issues and methods, there is a unifying theme in the works. The belief that bilingualism is an asset, that it provides the individual with a wider view of the world, that it promotes tolerance and admiration for other cultures, and, in fact, that the bilingual person is to be envied is prominent in most of the readings.

The bibliography does not exclude works which might be considered as being on the fringe of bilingual/bicultural education. Papers dealing with linguistics, psychology, sociology,

dialectology, foreign language teaching, ESL, and others can be readily found here. In this kind of survey, it is not only unavoidable, but highly desirable. Bilingual/bicultural education cannot be viewed as being distinct from the effects of language study on the individual in society nor from the individual's emotional, internal response to such study. It is equally true that there are instances where the difference between being bilingual and bidialectal is not as great as it might first appear. Furthermore, the aims and methodology of foreign language teaching as well as that of ESL most certainly have a place in any discussion of bilingual education.

It should be emphasized that, due to space and availability, the bibliography does not include all relevant references. Extensive bibliographies can be found, however, in most of the works cited, and these should be of great help in any further investigation and study.

Abrahams, Roger D. and Rudolph C. Troike, eds. *Language and Cultural Diversity in American Education*. Englewood Cliffs, N.J.: Prentice-Hall, 1972.

This anthology of essays is divided into the following sections: The Problem, which is concerned with the teaching of linguistically and culturally different students; Cultures in Education, emphasizing the importance of the educator in helping children of all backgrounds through a better understanding of those various cultures; Language, which presents basic information concerning language acquisition, grammar, competence and performance, dialects, and the history of the English language; Sociolinguistics, dealing with the role of language in social interaction and with the effects of bilingualism and multilingualism; Black English, which surveys some of the material on Black English and discusses its importance in the classroom; Applications, reporting on some of the practical applications of the theories discussed previously.

Alatis, James E., ed. *Bilingualism and Language Contact: Anthropological, Linguistic, Psychological, and Sociological Aspects*. (Report of the Twenty-First Annual Round Table Meeting on Linguistics and Language Studies, Georgetown Monograph Series on Languages and Linguistics, No. 23) Wash-

ington, D.C.: Georgetown University Press, 1970.

The theme of this lengthy report is clearly stated in the title: That bilingual education is important and that the bilingual person is to be admired and envied is the basic assumption in articles written by Einar Haugen, Robert J. DiPietro, John Macnamara, Joshua A. Fishman, Vera John, Dell Hymes, Susan U. Phillips, Everett C. Hughes, John J. Gumperz, Chester C. Christian, Jr., A. Bruce Gaarder, Colman L. O'Huallachain, William F. Mackey, Wallace Lambert, G. Richard Tucker, Russell N. Campbell, Susan Ervin-Tripp, Charles A. Ferguson, and Robert F. Roeming.

Altus, David M., comp. *Bilingual Education: A Selected Bibliography*. Washington, D.C.: U.S. Office of Education, Bureau of Research, 1970. [ERIC ED 047 853]

This is an extensive bibliography of listings from *Research in Education* (now *Resources in Education*) through June 1970 and from *Current Index to Journals in Education* from its beginning issue in January 1969 through July 1970. Abstracts are provided.

Andersson, Theodore. "Bilingual Education: The American Experience," *The Modern Language Journal*, Vol. 55, No. 7 (November 1971), 427-440.

This paper gives the historical background of bilingual education. It provides a survey of the growth—and occasional decline—of bilingual programs, and discusses the passage of the Bilingual Education Act of 1968. An assessment of the current state of affairs is given, along with an extensive bibliography.

——— and Mildred Boyer. *Bilingual Schooling in the United States*. Washington, D.C.: U.S. Government Printing Office, 1970. 2 Vols. [ERIC ED 038 527]

This extensive survey of bilingual education in the United States is generally accepted as being one of the most important and complete works in the field. It not only includes a brief history of bilingual education, but also describes how to set up such a program and how to meet the guidelines for funding under Title VII. This legislation is included in the appendix. Also included is a discussion of areas in which research is still needed. An extensive bibliography is given, as is a list of addresses which could be helpful in obtaining further information.

Croft, Kenneth. "A Composite Bibliography

for ESOL Teacher Training" Washington, D.C. TESOL, 1974.

Developed topically, this bibliography has a section devoted to bilingual education which should be of help to educators. In addition, there are references in other sections of the survey which can also serve well in this area. That devoted to "Sociology, Sociolinguistics, Dialect Study and Teaching" is helpful, as is "Teaching in Specific Places or to Specific Groups."

Diaz, Carmen "Bilingual-Bicultural Materials" Lawrence, Kansas University of Kansas Special Education Instructional Materials Center, 1973 [ERIC ED 084 015]

This paper describes and evaluates bilingual/bicultural materials. Also given are reference sources and bibliographies for ESL programs. Evaluative instruments for use in making assessments of children from Spanish-speaking families are listed.

Dil, Anwar S, ed. *Language Acquisition and Communicative Choice Essays* by Susan M. Ervin-Tripp. Stanford, California Stanford University Press, 1973.

This volume contains seventeen essays written by Susan M. Ervin-Tripp, eight of which deal specifically with bilingualism. Six others discuss language acquisition, and three are grouped under the heading "Sociolinguistics." Also included is a complete bibliography of Ms. Ervin-Tripp's works.

Fishman, Joshua A. "The Implications of Bilingualism for Language Teaching and Language Learning." In Albert Valdman, ed., *Trends in Language Teaching*. New York: McGraw-Hill, 1966. 121-132.

This is an excellent introductory article to the field of bilingual/bicultural education. It presents in a clear, orderly discussion, a definition of bilingualism, a rationale for studying it, its usage, and some problems and profits arising from its presence. A good list of references is provided.

——— *Language Loyalty in the United States*. The Hague: Mouton, 1966.

Few articles or books concerning bilingualism or biculturalism are written without reference at some point to this volume which presents a discussion of the complexities of language maintenance and acculturation. In addition to chapters by Fishman, there are contributions by Vladimir C. Nahirny, John E. Hofman, Robert G. Hayden, and others.

——— et al. *Bilingualism in the Barrio*. Bloomington, Ind: Indiana University, 1971.

This is the report of an extensive research project which gives background information, instruments used, and results noted. Including much more than statistics,

the report gives information which is vital in any study of bilingual/bicultural education. [Two volumes of *The Modern Language Journal* should be noted here: Vol. 53, no. 3 (March 1969) and Vol. 53, no. 4 (April 1969) are both devoted to this research project.]

Jenkins, Mary. "Bilingual Education in New York City." Brooklyn, New York: Office of Bilingual Education, New York City Board of Education, 1971. [ERIC ED 084 911].

This informative report is divided into eight sections. They are: (1) Bilingual Education—A Historical Perspective; (2) The Puerto Rican Child in the New York City School System; (3) Bilingual Education in the New York City School System; (4) Funding for Bilingual Programs; (5) Rationale for Bilingual Education; (6) Summary and Conclusions; (7) Appendices; and (8) Bibliography. [Other ERIC documents of interest to the educator involved in bilingual programs are ED 081 277, a description of bilingual programs funded by Title VII ESEA, and ED 081 275 and ED 081 276, which describe bilingual programs funded by Title I and Title III respectively, all in New York City.]

John, Vera and Vivian Horner. *Early Childhood Bilingual Education*. New York: Modern Language Association, 1971.

Included in this work are comments concerning various bilingual programs around the country. The work at Rough Rock and Coral Way is discussed, as is bilingualism in New York City. The importance of combining bicultural education with language study is emphasized.

Lambert, Wallace E. and G. Richard Tucker. *Bilingual Education of Children: The St. Lambert Experiment*. Rowley, Mass: Newbury House, 1972.

Lambert and Tucker report on an extensive community-based research project. The Canadian study was undertaken in order to research the development of second language skills by having a language other than the native language as the medium of instruction in elementary school. The work outlines the purposes of the project, the problems to be met, the plans and procedures which were followed, and the results obtained. Also noted are student and parent comments. A reference list is included.

——— et al. *A Study of the Roles of Attitudes and Motivation in Second-Language Learning*. Washington, DC: US Office of Education, Final Technical Report, 1961.

This is the report of an in-depth study noting the social and psychological relationship of language learning. Questions dealing with the learner's attitudes toward speakers of the target language and their

ability to learn that language, the learner's reasons for studying the language, the identification which he develops with speakers of the second language, etc. are examined. Comparison of intellectual ability and language learning aptitude with the social attitudes and motivation to learn the language was made. Both were found to be extremely important. [This same report is mentioned in "Psychological Aspects of Motivation in Language Learning," by Lambert. The article appeared in the Spring/Summer, 1969 issue of *The Florida FL Reporter*, pp. 95-97, 199.]

Larson, Donald N. and William A. Smalley. *Becoming Bilingual: A Guide to Language Learning*. (Prepublication Edition.) New Canaan, Conn: Practical Anthropology, 1972.

Most of the material on bilingual education is written for the education of children or about children. This one is concerned with adults learning to be bilingual. It offers insight into language and language learning, dealing specifically with the learner, the program, the techniques, and the problems. Specific suggestions for drills and learning procedures are given. "Usage" is noted and the book takes the learner through the choice of dialects which he faces. Appropriateness is discussed. There is an extensive bibliography.

Mackey, William Francis. *Bilingual Education in a Binational School*. Rowley, Mass: Newbury House, 1972.

Following a foreword by Joshua Fishman, Mackey describes the JFK School in Berlin. The school's history and locale are examined, as are the purposes and aims of its bilingual program, the operation of the curriculum, the attitudes of students and teachers concerning the bilingual nature of the school, and the problems connected with functioning in such a system. Social and psychological problems are noted, as they apply to both students and teachers. The disadvantages, as well as the advantages, of bilingual/bicultural education are shown. The book contains "A Typology of Bilingual Education," which has often been included in other collections of essays.

Materiales en Marcha. San Diego: Materials Acquisition Project, 1973.

The purpose of this periodical, according to its publishers, "is to make available to teachers of elementary and secondary bilingual/bicultural education classes in the United States information concerning instructional materials currently published in Spanish- or Portuguese-speaking countries."

Pacheco, Manuel T. "Approaches to Bilingualism: Recognition of a Multilingual Society." In Dale L. Lange, ed., *Britannica*

Review of Foreign Language Education, Vol 3 Chicago: Encyclopaedia Britannica, 1970, 97-124.

In this article, the author presents a rationale for bilingual education both for minority groups and for native English speakers. Also given are five purposes behind bilingual education programs and models of such programs. Problems in locating materials, in personnel development, in evaluation, and in establishing research needs are noted. A bibliography is included.

Politzer, Robert L. and Arnulfo Ramirez. "Judging Personality from Speech: A Pilot Study of the Effects of Bilingual Education on Attitudes Toward Ethnic Groups." Stanford, California: Stanford Center for Research and Development in Teaching, 1973 [ERIC ED 076 276]

This paper presents the findings of a study concerning the effects of bilingual education on the attitudes of students toward ethnic groups.

"Problems of Bilingualism." *The Journal of Social Issues*, John Macnamara, ed. Vol 23, No 2 (April 1967)

The entire issue of this journal is devoted to bilingualism. It includes papers by Dell Hymes, Joshua Fishman, Heinz Kloss, John J. Gumperz, John Macnamara, Susan Ervin-Tripp, Wallace E. Lambert, and A. Bruce Gaarder.

Proceedings of the National Conference on Bilingual Education (Austin, Texas, April 14-15, 1972). Washington, D.C.: U.S. Office of Education, Division of Bilingual Education [ERIC ED 080 282]

There are several reasons for recommending this report. First, it is the report of one of the few comprehensive national conferences on bilingual education. Second, it gives a picture of what is happening, not what is, in theory, supposed to happen. It includes papers by educators directly involved in the work.

Saville, Muriel. "Bilingual Children" (A Resource Document Prepared for Child Development Associate Consortium, Inc.) Washington, D.C.: Center for Applied Linguistics, 1973 [ERIC ED 082 584]

Cultural influences on the development of bilingualism are presented in this paper. Research having to do with first and second language acquisition is discussed. Sections are devoted to the nature of language, linguistic diversity, child language acquisition, becoming bilingual, profiles of bilingual children, and implications for early childhood programs. The work provides information for personnel working with bilingual children and points up some of the misunderstandings which occur between members of majority and minority cultures

which may hamper the development of the bilingual child.

Saville-Troike, Muriel and Rudolph C. Troike. *A Handbook of Bilingual Education*. Washington, D.C.: TESOL, 1971.

Addressed to teachers and administrators, this handbook is a practical guide for those working in bilingual programs. The authors review the history and fundamental considerations of bilingual education and consider the linguistic, psychological, sociocultural, and pedagogical problems involved. Each section contains a good bibliography.

Shores, David L., ed. *Contemporary English. Change and Variation*. New York: J. B. Lippincott, 1972.

This anthology of 25 essays is divided into three sections: (1) Standard and Non-standard English. Temporal, Regional, and Social Variations; (2) Standard English. The Problem of Definition; and (3) Standard and Nonstandard English Learning and Teaching Problems.

Shuy, Roger W. and Ralph W. Fasold, eds. *Language Attitudes: Current Trends and Prospects*. Washington, D.C.: Georgetown University Press, 1973.

This book is included, not because of its direct comments on bilingual/bicultural education, for there are none, but because of its sociolinguistic and psycholinguistic directions. Attitudes toward language learning—toward bilingualism and biculturalism—are of immense importance in the educational process, and this volume gives considerable insight into some of these issues. While bidialectalism is the major concern of many of the articles, the same points could be made by those persons involved in bilingual/bicultural behavior.

Spolsky, Bernard, ed. *The Language Education of Minority Children*. Rowley, Mass.: Newbury House, 1972.

Fifteen essays make up the content of this volume. They are divided into three sections: (1) Multilingualism in the United States; (2) Bilingualism and Bilingual Education; and (3) Language Education in Practice. Contributors include A. Bruce Gaarder, John Macnamara, Ralph W. Yarborough, Joshua A. Fishman, John Lovas, and Rolf Kjolseth, along with several others.

"Studies in English to Speakers of Other Languages and Standard English to Speakers of a Non-Standard Dialect." Special Anthology Issue and Monograph 14 of *The English Record*, Daniel J. Casey, ed., Vol 21, no 4 (April 1971).

This special issue of *The English Record* contains a number of relevant papers as well as an introduction written by Rudolfo Jacobson. Contributors include Kenneth

Croft, James W. Ney, John C. Fisher, Mary Finocchiaro, and Robert B. Kaplan.

Turner, Paul R., ed. *Bilingualism in the Southwest*. Tucson, Ariz.: University of Arizona Press, 1973.

Focusing on the Mexican-American and the American Indian, this book has a number of articles concerning bilingualism and bilingual education in the Southwest. Contributors include Rolf Kjolseth, Russell N. Campbell, Chester Christian, Mary Jane Cook, Wayne and Agnes Holm, and Bernard Spolsky. It also includes an essay by Jacob Ornstein emphasizing the future needs of the field. Problems, models, methods, and needs are noted, along with more general comments about bilingualism.

Ulibarri, Horacio. "Bilingualism." In Emma Marie Birkmaier, ed. *Britannica Review of Foreign Language Education*, Vol 1. Chicago: Encyclopaedia Britannica, 1968, 229-258.

The author discusses the nature of bilingualism, the interrelationships between bilingualism and biculturalism, the problems faced by educators in handling the situation, and the implications for teachers. The relationship of bilingualism to acculturation and biculturalism is noted, as are studies concerning these areas and others, including testing and social class stratification.

Zintz, Miles V. "What Classroom Teachers Should Know about Bilingual Education." Albuquerque, N.M.: University of New Mexico, 1969 [ERIC ED 028 427]

The report is divided into the following chapters: (1) Cross-Cultural Education; (2) Problems in Second Language Learning; (3) Classroom Methodology; (4) Special Aspects of Vocabulary; and (5) The Bilingual School. Zintz believes biculturalism to be a bigger problem than bilingualism in the Southwest, and notes the problems caused by teachers who do not understand cultural differences. He describes the bilingual school as he sees it and provides a list of materials for Spanish-English bilingual schools, as well as a list of selected bilingual readings for classroom teachers.

The material in this publication was prepared pursuant to a contract with the National Institute of Education, U.S. Department of Health, Education, and Welfare. Contractors undertaking such projects under government sponsorship are encouraged to express freely their judgment in professional and technical matters. Prior to publication, the manuscript was submitted to the Center for Applied Linguistics for critical review and determination of professional competence. This publication has met such standards. Points of view or opinions, however, do not necessarily represent the official view or opinions of either the Center for Applied Linguistics or the National Institute of Education.

news briefs

The Linguistics Department at the University of California, Berkeley, has begun publication of a series of working papers dealing with languages of the Tibeto-Burman area. The first volume in the series is now available and includes the following articles. *Nepali as an Ergative Language*, *Pronominal Verb Morphology in Tibeto-Burman*, *Some Aspects of Chin Verbal Morphology*, *Verb Concatenation in Jinghpaw*, *Notes on Tibeto-Burman Tone*, *Hayu Typology and Verbal Morphology*, and *Lolo-Burmese Rhymes*. Two more volumes are expected to be published during 1974-1975 at a cost of \$2.00 per volume or \$6.00 for all three volumes. For further information write: Graham Thurgood, Department of Linguistics, University of California, Berkeley, California 94720.

J. L. Dillard is seeking names in any language. He is currently writing a book on certain West African, Caribbean, and U.S. naming practices. He is especially interested in names found in West Africa, in the Caribbean on buses, and any canoe names readers may have observed in the same areas. Any information should be sent to: J. L. Dillard, Calle Washington No. 28, Apt. 2A, San Juan, Puerto Rico 00907.

Cornell University is continuing its FALCON program, a special intensive language program designed to meet the needs of graduate and undergraduate students to gain a working proficiency in Chinese and Japanese. Students in the program spend six hours a day, five days a week, for a full academic year studying language only, thus enabling them to take as many as 1,200 hours of supervised classroom and laboratory work in one year.

This year's program—designed by, and under, the daily supervision of members of the linguistics faculty—began in June 1974 and will run until June 1975. For further information on the program write: Director, FALCON Program, Department of Modern Languages and Linguistics, Cornell University, Morrill Hall, Ithaca, New York 14850. If continued for 1975-76, final application for the program should be made by May 1, 1975, with initial applications accepted well before that date.

meetings and conferences

- 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, 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.) [See LR Vol. 16:10, p. 16]
- January 26-31. American Association for the Advancement of Science, 141st. New York, New York.
- February 8. Niagara Linguistic Society Workshop on Aspectual Linguistics. Buffalo, New York. (Write: Niagara Linguistic Society, c/o Department of English, State University College at Buffalo, 1300 Elmwood Avenue, Buffalo, New York 14222.)
- February 15-17. Berkeley Linguistics Society Annual Meeting, 1st. Berkeley, California. (Write: Berkeley Linguistics Society, c/o Institute for Human Learning, Building T-4, University of California, Berkeley, California 94720.) [See LR Vol. 17:1, p. 14]
- March 4-9. Convention of Teachers of English to Speakers of Other Languages, 8th. 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 14-15. Southwestern Council on Latin American Studies. Huntsville, Texas. (Write: Charles Frazier, Department of History, Sam Houston State University, Huntsville, Texas 77340.) [See LR Vol. 17:1, p. 14]
- March 15. Niagara Linguistic Society Annual Spring Conference, 8th. Buffalo, New York.
- March 17-22. Workshop on Computational Semantics. Lugano, Switzerland. (Write: Institute for Semantic and Cognitive Studies, Villa Heleneum, CH-6976 Castagnola, Switzerland.)
- March 20-22. Conference on English Education. Colorado Springs, Colorado.
- March 20-22. Annual Linguistic Symposium on Romance Languages, 5th. Ann Arbor, Michigan. (Write: 5th Annual Linguistic Symposium on Romance Languages, Department of Romance Languages, Modern Language Building, University of Michigan, Ann Arbor, Michigan 48104.) [See LR Vol. 17:1, p. 14]
- 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 3-5. Annual Central States Conference on the Teaching of Foreign Languages. St. Louis, Missouri. [See LR Vol. 17:1, p. 14]
- April 3-6. International Conference on Computers and the Humanities. Los Angeles, California. (Write: Robert Dilligan, ICCH-2, Founders Hall 407, University of Southern California, Los Angeles, California 90007.) [See LR Vol. 17:1, p. 14]
- April 4-5. Kentucky Interdisciplinary Conference on Linguistics. Richmond, Kentucky. (Write: P. Aloysius Thomas, Program Director, Convention Committee—KICL, c/o Department of Modern Languages, University of Louisville, Louisville, Kentucky 40208.) [See LR Vol. 17:1, p. 14]
- April 4-6. Child Language Research Forum, 7th. Stanford, California. [See LR Vol. 16:10, p. 13]
- April 5-13. International Celtic Congress, 5th. Penzance, England. (Write: R. R. K. Hartmann, Director, Language Centre, University of Exeter, Exeter EX4 4QH, England.)
- April 6-7. Annual Meeting of the European Linguistics Society, 9th. Nottingham, Eng-

meetings and conferences

- land (Write: R R. K Hartmann, Director, Language Centre, University of Exeter, Exeter EX4 4QH, England) [See LR Vol 16:8, 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 10-12. Northeast Conference on the Teaching of Foreign Languages, New York, New York [See LR Vol 17:1, p. 14]
- April 10-12 Southwest Areal Language and Linguistics Workshop, 4th San Diego, California. (Write: Reyes Mazón, Institute for Cultural Pluralism, School of Education, San Diego State University, San Diego, California 92115) [See LR Vol. 17 1, p 14]
- April 11-13. Conference on African Linguistics, 6th, Columbus, Ohio (Write: Robert K Herbert, Department of Linguistics, Ohio State University, Columbus, Ohio 43210)
- April 11-13 American Oriental Society Columbus, Ohio.
- April 17-20 Chicago Linguistic Society, 11th, Chicago, Illinois. (Write: Chicago Linguistic Society, Goodspeed 205, 1050 East 59th Street, Chicago, Illinois 60637)
- April 18-20. Secondary School English Conference, Kansas City, Missouri
- April 20-26. Council for Exceptional Children Los Angeles, California
- April 23-26. International Communication Association, 9th Chicago, Illinois
- 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.)
- April 25-27 CATESOL Conference Santa Barbara, California. (Write: Cliff Rodrigues, Conference Chairman, Ventura County Schools, County Office Building, 535 East Main, Ventura, California 93001)
- May 3-4. California Linguistics Association Conference, 5th San Jose, California (Write: Mary Ann Campbell, CLAC, Linguistics Program, San Jose State University, San Jose, California 95114) [See LR Vol 17.1, p. 14]
- May 7-11 National Association for Foreign Student Affairs Washington, D C
- May 13-16 International Reading Association New York, New York
- May 20-26. Bulgarian National Conference on the Application of Mathematical Models and Computers in Linguistics, 1st, Varna, Bulgaria (Write: Organizing Committee, Institute of Mathematics and Mechanics, P O. Box 373, Sofia, Bulgaria)
- May 22-23. Illinois Conference on Bilingual/Bicultural Education Chicago, Illinois.
- June 18-20 Friends of Uto-Aztecan Conference, 3rd Flagstaff, Arizona (Write: David Seaman, Box 5788, Northern Arizona University, Flagstaff, Arizona 86001.)
- June 23-August 29 Linguistic Society of America Linguistic Institute, 45th Tampa, Florida. [See LR Vol 17-1, p 15]
- June 25-28 International Conference of the Association of Teachers of English to Speakers of Other Languages, 2nd Dublin, Ireland (Write: M E Concannon O'Brien, Secretary General, Conference Chairman, ATESOL, 99 St Stephen's Green, Dublin 2, Ireland)
- July 18-20. Colloquium on Hispanic Linguistics, 2nd, Tampa, Florida [See LR Vol 17.1, p. 15]
- July 25-27 Linguistic Society of America Summer Meeting, Tampa, Florida
- July 28-30. North American Semitics Colloquium Tampa, Florida. [See LR Vol. 17 1, p 15]
- 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 14-16. International Conference on Salishan Languages, 10th Ellensburg, Washington (Write: Robert St Clair, Interdisciplinary Program in Linguistics, English Department, University of Louisville, Louisville, Kentucky 40208)
- 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)
- 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. 16:8, p. 12]
- August 25-30. International Congress of Applied Linguistics, 5th Stuttgart, West Germany (Write: D Riebicke, Hellschlag 151, Stuttgart 50, West Germany) [See LR Vol 16:3, p. 2]

book notices

Kapampangan Syntax, by Leatrice T Mirikitani (*Oceanic Linguistics*, 10) Honolulu, University of Hawaii Press, 1972 xii, 263 pp \$6 00

This monograph was originally presented as a doctoral dissertation at the University of Hawaii. It discussed the syntax of Kapampangan from a generative viewpoint. Kapampangan is a Philippine language belonging to the Austronesian or Malayopolynesian language family. Although it is spoken throughout the province of Pampanga and its border communities, the author has chosen to focus her study on the dialect spoken in San Fernando City, the capital of the province, and in the suburban community of Dolores.

Chapter I serves as an introduction to the Kapampangan language and presents an outline of the study to follow. Chapter II presents a set of fourteen phase structure rules, while Chapter III treats the major syntactic processes by which surface syntactic information is mapped onto base terminal strings for the syntactic realization of all simple surface structures. Chapter IV deals with the recursive processes—relativization, complementation, conjunction, and coordination—by which complex sentences are formed. Here the author presents the transformation rules necessary to bring embedded subjects to the surface. The actual order of application of these transformations are given in Chapter V along with a summary of all rules previously discussed.

Linguistics and Literature: An Introduction to Literary Stylistics, by Raymond Chapman. London, Edward Arnold, 1973, viii, 119 pp \$5 95. [Distributed in the US by Crane, Russak & Co., Inc., 52 Vanderbilt Avenue, New York, New York 10017.]

This book is intended for students, teachers, and others interested in linguistics and/or literature. Its primary aim is to show how the two disciplines can illuminate each other. The author explains that linguistic analysis can contribute to literary criticism and that literature provides an area of study for linguistics that does not debase it in any way. He views literary language as a distinctive "style" or number of styles which always spring from the common core of language and which can consequently be examined by means of the same techniques that are generally applied to other language styles. His examination of stylistics is supported by reference to actual literary works by various authors (e.g., Yeats, H. G. Wells, Virginia Woolf, Shakespeare, Dylan Thomas). The last chapter—"Beyond the Sentence"—deals

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ALSED—from page 1

"consumers," and elements for bridging this gap should be included in research programs

In considering priority areas and problems, it emerged from the discussion that, although some problems are of specific importance for certain groups of countries, these may arise in a different form in other countries. Strong emphasis was placed on applied research. It was pointed out, however, that fundamental research remained necessary.

A number of specific problems were singled out as requiring particular attention:

- The learning process and the acquisition of language skills in the light of psychological, sociological, anthropological, and neurophysiological research, as well as research in the field of communication

- Language descriptions and surveys of language use as prerequisites for language policy and planning (including the choice of the languages of instruction), curriculum development, and teaching methods. Two priority areas under this section include: (1) the study of various working languages and various levels of expression and (2) description of African and Asian languages which have been little studied or which have no written form.

- New approaches to mother-tongue teaching.

- The correlation between linguistic competence and the efficiency of the educational system.

- Methods for the training of teachers in local mother tongues.

- Studies of the adaptation of teaching curricula and methods in relation to the various aims of language teaching and to various groups.

Under machinery for international cooperation, the conference agreed that such a machinery should not be too heavy or rigid and should start with the resources immediately available from existing institutions. It should not interfere with work conducted at the national or international level but rather support and enhance such activities, as well as advise UNESCO of work on the basis of problems to be solved and of gaps to be filled.

In this perspective the functions of ALSED may be seen as follows:

1. *Dissemination of information and clearinghouse activities.* This might include the publication of a newsletter, case-studies on language policy of specific countries, and publications on various problems, as well as the dissemination of information on research programs under way.

2. *Exchange of specialists and promotion of contacts between professional groups.* This would involve the organization of meetings of a general nature, as well as of meetings on specific topics, training seminars, etc., the provision of travel grants for observation, research, and contacts with research personnel and participation in research projects in other countries at the sub-regional, regional, or international level, the creation of a registry of research and development institutions and of specialists capable of providing advisory services.

3. *Assistance in financing.* ALSED could explore the possibility of providing assistance in the financing of research programs and activities by providing information on financing programs and institutions.

4. *Advisory functions.* ALSED would have the permanent function of identifying the gaps to be filled both in terms of research and development, pilot projects, experimentation and evaluation, and would, as well, try to harmonize the efforts of the participating institutions, groups, and research workers, including UNESCO, within the limits of existing and obtainable resources. In discharging its various functions, ALSED should take into account the existence of sub-regional or regional needs and activities and co-operate with the institutions or groups existing at this level.

Participants at the conference who shaped the above decisions were: Emily Vargas Adams (Colombia); Ayo Bamgbose (Nigeria); Lovis Bérubé (Canada); Udo Bonnekamp (Federal Republic of Germany); Henri M Bôt Ba Njock (Cameroun); Charles P Bouton (Canada); Dennis R Craig (Jamaica); Edilberto P. Dagot (Philippines); Anwar S. Dil (Pakistan); Arame Diop Fal (Senegal); Raymond Eches (France); Melvin J. Fox (USA); Reinhold Freudenstein (Federal Republic of Germany); Josefina Froman (Guatemala); Max Gorosch (Sweden); Marcel De Grève (Belgium); Muhammad Hassan Ibrahim (Jordan); Mubanga E.

Kashoki (Zambia); Frank S. Kessel (Netherlands); Peter E. Kinyanjui (United Kingdom); Roger Marcstel (Canada); D. P. Pattanayak (India); Khamphao Phonekeo (Laos); Antonio J. Rojo Sastre (Spain); Jean-Guy Savard (Canada); Thomas A. Sebeok (USA); Timothy A. Shopen (USA); Gyorgy Szépe (Hungary); Rudolph C. Troike (USA); Paul Wald (France).

The ALSED program was begun in 1971 and is headquartered at UNESCO in Paris. Working with the program are René Ochs, Albert Legrand, and Zacharie Zachariev.

SSRC AWARDS RESEARCH GRANTS

The Social Science Research Council (SSRC) has awarded over 160 grants and fellowships under its Latin American, East European Studies, and Dissertation Research on Foreign Areas programs. Of these, 7 were awarded for research in linguistics and related areas. Listed below are the investigator, institution, country or countries where such research is taking place, and title for each linguistic research project which received such a grant or fellowship.

Richard R. Allsopp, University of the West Indies, and Jack Berry, Northwestern University, for research in Barbados on "African etyma and substratal influences surviving in the idiom of English in the Caribbean area" (collaborative grant).

Stephen Anderson, Ph.D. candidate in anthropological linguistics, University of Texas at Austin, for research in Bolivia and Peru on "Respect in Quechua"

Judith A. Chun, Ph.D. candidate in education, Stanford University, for research in France on "Second language acquisition in a natural context"

Jackson Gandour, Ph.D. candidate in linguistics, University of California, Los Angeles, for language training and research in Thailand on "Tonal phenomena"

Kenneth E. Naylor, Ohio State University, for research on "The nineteenth-century Croatian literary languages"

Yolanda A. Raffo de Dewar, Provincial University of Mar del Plata, for research in Argentina on "Indigenous Argentinian languages" (renewal).

Stephen Wallace, Ph.D. candidate in linguistics, Cornell University, for research in Indonesia on "Language and society in Jakarta"

linguists wanted

The University of California at Los Angeles (UCLA) anticipates two **TESL positions** (one permanent and one temporary) for the 1975-76 academic year. Applicants should have a Ph.D. and experience in teaching and research in the areas of psycholinguistics, sociolinguistics, and language education. Letters of interest should be sent to: Russell N. Campbell, Vice Chairman, Department of English (ESL), University of California, 405 Hilgard Avenue, Los Angeles, California 90024.

The University of Khartoum (Sudan) is accepting applications for the position of **lecturer/professor** to teach a course on *Language in Society*. Interested sociolinguists or anthropological linguists should contact Abbas Ahmed Mohamed, Chairman, Department of Anthropology and Sociology, University of Khartoum, P.O. Box 321, Khartoum, Sudan.

Queens College has an opening for an **assistant professor** with research interest in general linguistics, theoretical linguistics, or closely related areas. Successful candidate will be expected to contribute to the undergraduate linguistics program as well as participate in a linguistics doctoral program at CUNY graduate center. Apply as soon as possible to: Charles E. Cairns, Department of Linguistics, Queens College, Flushing, New York 11367

Southern Illinois University has a possible opening in a program that offers the M.A. in EFL. Candidates must hold the Ph.D. and be a specialist in TEFL theory and methodology, contrastive linguistics (especially error analysis), and the teaching of EFL composition. The position will include half-time Academic Directorship of Intensive Center for English as a Second Language to coordinate EFL program with CESL. Send curriculum vitae to: Patricia Carrell, Chairperson, Department of Linguistics, Southern Illinois University, Carbondale, Illinois 62901.

The University of Massachusetts at Boston is seeking a person to direct a small, expanding ESL program. Applicants should have the doctorate and professional training and experience in ESL at all levels, with interest in

English or American literature or linguistics. The opening is for January or September 1975. Write: Seymour Katz, Chairman, English Department, College One, University of Massachusetts, Boston, Massachusetts 02125.

Pan American University (Texas) expects several openings with its new Linguistics and Language Research Center. Positions will include research in bilingualism, teaching/research generalist to teach Spanish-English contrastive grammar and phonology, and general teaching, including EFL. Bilingual Ph.D.'s should apply to: Carl G. Grantz, Chairman, Department of English, Pan American University, Edinburg, Texas 78359

The University of Utah has a one-year opening in **English linguistics** with specialization in historical linguistics or sociolinguistics. Letters of interest should be addressed to: Milton Voight, English Department, University of Utah, Salt Lake City, Utah 84112

The Department of English at the **University of Houston** is seeking a linguist to fill a vacancy at either the assistant or associate professor level, beginning August 1975. Candidates should have a Ph.D., with primary interest in formal grammars and a strong secondary interest in socio- or psycholinguistics. A demonstrable commitment to scholarly productivity is also desirable. For further information write: Thomas M. Woodell, Co-Chairman, Recruiting Committee, Department of English, College of Arts and Sciences, University of Houston, Cullen Boulevard, Houston, Texas 77004.

The Department of Linguistics at the **University of Iowa** will have an opening for an **assistant professor**, starting Fall 1975. Preference will be given to individuals who combine a thorough grounding in generative phonological theory with research and teaching interests in sociolinguistics, dialectology, and the applications of linguistics to education. Deadline for applications is January 15, 1975. Applicants should submit the following documents: copies of relevant publications and dissertation (or part thereof), curriculum vitae, and three letters of recommendation. Send all materials to:

Robert Howren, Chairman, Department of Linguistics, University of Iowa, Iowa City, Iowa 52242

The Department of Linguistics at the **University of California, San Diego** has an opening at the assistant professor level. Applicants must have a strong background in theoretical linguistics and specialization in one or more of the following areas: diachronic syntax, language universals, neurolinguistics, non-Indo-European languages, psycholinguistics, or sociolinguistics. For further information contact: Department of Linguistics, University of California, San Diego, La Jolla, California 92037.

The University of Arizona has at least one opening in its Anthropology Department for an **anthropological linguist** specializing in American Indian languages, particularly those of the Southwest. Applicants should also possess some interest in and aptitude for such areas as psycholinguistics, ethnographic semantics, sociolinguistics, and applied linguistics. Ph.D. is required. For further information write: Raymond H. Thompson, Head, Department of Anthropology, University of Arizona, Tucson, Arizona 85721.

Possible opening for an **anthropological linguist** at the **University of Rochester**. Ph.D. required, fieldwork, teaching experience, and knowledge of generative semantics desirable. Applicants should also be actively concerned with linguistics and the problems inherent in bridging the gap between linguistics and social anthropology. Send vita, references, copies of relevant publications and/or unpublished manuscripts to: Chairman, Department of Anthropology, University of Rochester, Rochester, New York 14627

McMurry College in Abilene, Texas will have an opening in their bilingual education program in Spanish, beginning Fall 1975. Applicants must have an M.A. in Bilingual Education. Fluency in Spanish is required, and experience in bilingual teaching is desirable. Information is available from: Janice Glascock, Chairperson, Modern Language Department, McMurry College, Abilene, Texas 79605

conferences, seminars, workshops

The newly-formed **Berkeley Linguistics Society** will hold its first annual meeting February 15-17, 1975 at the University of California, Berkeley. The Society is seeking papers on all topics of general linguistic interest. Linguists wishing to present papers must submit eight copies of a one-page abstract. Abstracts should be accompanied by a 3-by-5 card containing the paper title and the sender's name and address. Deadline for receipt of abstracts is January 15, 1975. Send to: Berkeley Linguistics Society, c/o Institute for Human Learning, Building T-4, University of California, Berkeley, California 94720.

The **5th Annual Linguistic Symposium on Romance Languages** will be held at the University of Michigan on March 20-22, 1975. The conference will consist of several sessions for the presentation of papers grouped in closely related areas, panel discussions, and a workshop involving general audience participation. Topics tentatively scheduled to be covered include phonology, morphology, syntax, semantics, applied linguistics, psycholinguistics, and others. For further information write 5th Annual Symposium on Romance Languages, Department of Romance Languages, Modern Language Building, University of Michigan, Ann Arbor, Michigan 48104.

The **Annual Central States Conference on the Teaching of Foreign Languages** will be held in St. Louis, Missouri, April 3-5, 1975. The Conference will focus on "New Challenges, New Opportunities: Foreign Languages in a Multi-ethnic Society." Program booklets may be obtained from: William Clapper, Roanoke County Schools, 526 College Avenue, Salem, Virginia 24153.

The **2nd International Conference on Computers and the Humanities** will be held April 3-8, 1975 at the University of Southern California. The conference is sponsored by the Association for Literary and Linguistic Computing. Papers and performances spanning the arts and humanities are invited. Papers may cover either the design of computer-related research or the re-

sults of such research. Performances may include computer-generated music, graphics, etc. The deadline for submission of abstracts is January 15, 1975. Send abstracts to Robert Dilligan, 2nd International Conference on Computers and the Humanities, Founders Hall 407, University of Southern California, Los Angeles, California 90007.

The **Spring Convention of the Kentucky Interdisciplinary Conference on Linguistics** will be held April 4-5, 1975 at Eastern Kentucky University. Topics to be covered at the convention include general linguistics, language and culture, language and philosophy, language and psychology, language and sociology, language and reading, language and literature, speech and theater arts, historical/comparative linguistics, language disfunction, language and the media, computer science, foreign language teaching, and teaching English as a Second Language. For further information write: P. Aloysius Thomas, Program Director, Convention Committee-KICL, c/o Department of Modern Languages, University of Louisville, Louisville, Kentucky 40208.

The **4th Annual Southwest Areal Languages and Linguistics Workshop (SWALLOW)** will be held April 10-12, 1975 in San Diego, California. The conference is soliciting papers dealing with Southwest linguistic phenomena, particularly papers stressing the application of linguistics to the educational problems of the Southwest. More information on the Workshop may be obtained from: Reyes Mazón, Institute for Cultural Pluralism, School of Education, San Diego State University, San Diego, California 92115.

The **22nd Annual Northeast Conference on the Teaching of Foreign Languages** will meet April 10-12, 1975 in New York City. The theme of this year's conference is "Goals Clarification, Curriculum-Teaching-Testing." A series of practical, concurrent workshops—based on committee reports covering each facet of the curricular, pedagogical, and evaluation aspects of goals clarification—will provide conference participants with an opportunity for individual discussion of this

theme. Workshops will include: Developing Materials with Student Assistants; The Philosophy of Goals Clarification; Adapting Textbooks and Enriching the Curriculum; Teaching Reading within a Thematic Program; Information on Available Test and Testing Resources, and Testing for Real Life Proficiency with Emphasis on Speaking as well as on the Affective Domain. Further details on the conference may be obtained from: Nancy W. Lian, 320 Riverside Drive, New York, New York 10025.

The **5th California Linguistics Association Conference** will take place May 3-4, 1975 in San Jose, California. Charles Fillmore of the University of California, Berkeley will be the keynote speaker at the conference, which is being held in association with the 4th Pacific Coast Regional Meeting of the American Dialect Society. In addition to regular sessions, a parasession on research methodology is also being planned. Those interested in presenting papers at the conference should submit eight copies of a one-page abstract by March 3, 1975 to Mary Ann Campbell, CLAC, Linguistics Program, San Jose State University, San Jose, California 95114.

The **Southwestern Council on Latin American Studies** will meet March 14-15, 1975 in Huntsville, Texas. Sessions will deal generally with teaching Spanish and problems of bilingual instruction. Contact: Charles Frazier, Department of History, Sam Houston State University, Huntsville, Texas 77340.

The **American Society of Geolinguistics** will sponsor four symposiums between January and April 1975. Topics to be covered include "Hindi—One of the Languages of India," "Thai and Singhalese," "Languages in Contact III (English and French in Quebec)," and "Language Planning and Planned International Languages." More information can be obtained from: Office of the Secretary, American Society of Geolinguistics, Department of Languages, University of Rhode Island, Kingston, Rhode Island 02881.

LSA Summer Institute

The 1975 Linguistic Society of America (LSA) Linguistic Institute will be held June 23-August 29, 1975 in Tampa, Florida. The Institute will be sponsored by LSA and the State University System of Florida, with the University of South Florida at Tampa serving as host campus.

The 45th Institute will focus on the following areas: (1) Semiotics, (2) Inter-American Linguistics, (3) Neuro- and Psycholinguistics, (4) Southeastern Indian Linguistics, and (5) The History of Linguistic Thought. Courses relating to these focus areas will be offered by a distinguished group of visiting faculty headed by Thomas A. Sebeok of Indiana University.

A special feature of the 1975 Linguistic Institute will be the Distinguished Lecture Series, centering on the theme "Current Trends in Linguistic Theory in the United States." Each of the lecturers in this series will deliver a series of four lectures on consecutive evenings on a single topic related to his current theoretical research interests. The following scholars have agreed to participate in this series: Noam Chomsky (Massachusetts Institute of Technology), *Syntax and Semantics*; Joshua Fishman (Yeshiva University), *The Sociology of Language Yesterday, Today, and Tomorrow*; Charles Fillmore (University of California, Berkeley), *Studies in Lexical Semantics*; Eugene Nida (American Bible Society), *Some New Developments in Lexicology*; Henry Hoenigswald (University of Pennsylvania), *Intentions, Assumptions, and Contradictions in Historical Linguistics*; Rulon Wells (Yale University), *An Approach to Semantics*; Wallace Chafe (University of California, Berkeley), *The Remembrance and Verbalization of Past Experience*; Charles Ferguson (Stanford University), *New Directions in Phonological Theory*; *Language Acquisition and Universals Research*; Eric Lenneberg (Cornell University), *New Perspectives on Aphasia*.

Other meetings and symposia to be held in conjunction with the Institute include: American Dialect Society, Association for Computational Linguistics, North American Semiotics Colloquium (July 28-30), 2nd Colloquium on Hispanic Linguistics (July 18-20), and the Southeastern Conference on Linguistics.

Registration for the Institute will take place June 19th and 20th. Limited financial aid is available to students and scholars desiring to attend the Institute. The typical fellowship will cover tuition, with a limited amount of additional money toward other expenses. Applicants seeking financial aid are advised to apply early, since transcripts and references supporting the application are frequently delayed. The deadline for receipt of all application materials is March 15, 1975.

A detailed program of courses as well as other pertinent information on the Institute is now available. Request copies from Roger W. Cole, Director, 1975 Linguistic Institute, Department of Linguistics, University of South Florida, Tampa, Florida 33620.



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.

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

BOOK NOTICES—from page 11

with the need for some theory of discourse analysis in order to proceed further with an investigation of style. The author asserts that since modern grammar is confined to explaining the use and construction of the sentence, it is clearly insufficient in analyzing an entire text.

Le français a la région de Montreal: Aspects phonétique et phonologique, edited by Yves-Charles Morin et al. (Cahier de linguistique, 4) Montreal, Les presses de l'Université du Québec, 1974, 164 pp, \$4.00.

This is a collection of seven papers, all in French, concerning the phonetics and phonology of Quebecois. Such topics as shwa deletion, vowel lengthening and diphthongization, nonstandard pronunciations of word-final /t/, variation of length dependent on accentuation, and the realization of the diphthong /wa/ are covered. An extensive bibliography is appended.

Studies in Formal Historical Linguistics, by Henry M. Hoenigswald (*Formal Linguistics*, 3) Dordrecht, Holland, D. Reidel, 1973, xi, 63 pp, \$10.00.

In this monograph, the author presents a formal look at historical linguistics. Formalistic methodology can be beneficial in this and other fields in that it often yields coherent and testable results. These methods often transcend modern times and can apply to prehistoric times as well. The author points out the need for formalisms, since the methods used are arbitrary and sometimes ill-formulated. Presented within the framework of traditional structural historical linguistics, the author discusses the notion of intermediate stages between the beginning and endpoints of linguistic change, problems in reconstruction, and glottochronology. For example, is it appropriate to reconstruct intermediate stages when they are not documented, and is it appropriate to apply a tree model to language history? A bibliography of about 60 items is included.

Mid-America Linguistics Conference Papers, October 12-14, 1972, edited by J. H. Battle and John Schweitzer, Stillwater, Okla., Oklahoma State University, 1973, v, 325 pp, \$6.00.

The papers presented here constitute the proceedings of the Mid-America Linguistics Conference, at which scholars from universities in that area gave papers on such subjects as historical linguistics, phonology, syntax, language planning, rule ordering, and different aspects of applied linguistics. Not all the papers published were actually read at the conference. A copy of the program, a list of participants, and index of authors of papers are included.

The Linguistic Reporter

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

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The Linguistic Reporter
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The *Linguistic Reporter* is published 10 times a year, January-June and September-December. Subscriptions are entered on a calendar year basis (starting with the January issue) or an academic year basis (starting with the September issue)

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THE LINGUISTIC REPORTER

A Newsletter in Applied Linguistics

Volume 17

Number 2

February
1975

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

Fulbright-Hays Awards Still Available for '75-76

The Council for International Exchange of Scholars (CIES) needs additional candidates for a number of 1975-76 appointments to senior Fulbright-Hays awards in the fields of linguistics and English as a Foreign Language. Each position available is listed below by country, and information is included as to type of position, institution, duration, and CIES contact person.

CAMEROON: Sociolinguistics. Special American topics. Conversational French necessary. Sept 1975-June 1976. Federal U Cameroon, Yaounde. Linda Rhoad

CHAD: English as a Foreign Language. Consultation on program in comparative linguistics and overall linguistics curriculum. Good to fluent French required. Oct. 1975-June 1976. U Chad, Ndjemena. Linda Rhoad.

CHINA: English as a Foreign Language. General linguistics, transformational grammar, teaching methodology, English phonetics. Grantee to act as advisor to the Chairman of English Department on curriculum and assist in upgrading teaching techniques. Requirements include at least an M.A. in linguistics, with particular emphasis on TEFL, and minimum of three years experience in the discipline. Aug. 1975-July 1976. Kaohsiung Teachers

See CIES-4, Col. 1

Inter-American Bilingual Conference

Over 300 persons participated in the first Inter-American Conference on Bilingual Education held in Mexico City, November 20-22, 1974. One-third of the participants were from Mexico, Guatemala, Bolivia, Ecuador, Paraguay, and Canada; the others were from the United States.

Rudolph C. Troike, Director of the Center for Applied Linguistics, and Nancy Modiano, Secretary-Treasurer of the Council on Anthropology and Education, served as organizers of the Conference, which was jointly sponsored by CAL and CAE, the Programa Interamericano de Lingüística y Enseñanza de Idiomas (PILEI), the Mexican Secretaría de Educación Pública, and the Instituto Nacional Indigenista of Mexico. The Conference was supported in part by a grant from the Ford Foundation, and travel support for several participants was provided by the Agency for International Development (AID), as well as by their own governments.

The Conference provided participants with the opportunity to learn

about bilingual education programs, plans, and objectives in countries throughout the western hemisphere, to exchange ideas, and to establish personal contacts which will lead to increased communication in the future. Participants were struck by the close similarity of problems, models, and goals in different countries, and the need for greater international communication and dissemination of information in this field.

The Conference was organized around six topic areas: program goals and models for bilingual education, teaching the second language, teaching in the mother tongue, development of materials, personnel matters, and research needs and findings. Discussions emphasized the world-wide, as well as hemispheric, nature of the bilingual education movement, and the need for sound linguistic, anthropological, and pedagogical research as a basis for the development of programs and materials. Conference speakers were listed in the October 1974 issue

See *Inter-American* -11, Col 1



Some participants in the Mexico conference were (left to right) Evangelina Arana, Instituto Nacional Indigenista; Alberto Escobar, Instituto de Estudios Peruanos (Peru); Bernardo Vallejo, Instituto Nacional de Estudios Lingüísticos (Bolivia); Ruth Maya, Centro de Motivación y Entrenamiento Asesoría (Ecuador); and Rudolph C. Troike, Center for Applied Linguistics

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World Languages Project Meets at CAL

A Conference on Syntactic Questionnaires, part of the Languages of the World Project (LWP) of the Center for Applied Linguistics, was held at the Center, June 13-14, 1974. The original goals of the LWP included the collection of questionnaires for eliciting language data as well as a report on questionnaires and methods used to describe the world's languages, taking into account the special problems encountered in specific areas. The June Conference was funded by a grant from the U.S. Office of Education.

Participants in the Conference included: Emmon Bach (University of Massachusetts), Colette Craig (Harvard University), Margaret Griffin (CAL), Paul Garvin (State University of New York, Buffalo), Talmy Givón (UCLA), Edward Keenan (Kings College, Cambridge, and UCLA), Robert Longacre (SIL and University of Texas, Arlington), Timothy Shopen (CAL), Michael Silverstein (University of Chicago), Crawford Feagin Stone (CAL), Jorge Suárez (Universidad Nacional Autónoma de México and Instituto Nacional de Antropología e Historia), Sandra Annear Thompson (UCLA), Rudolph C. Troike (CAL), and Arnold Zwicky (Ohio State University). Background documents distributed to participants in advance consisted of questionnaires developed by William Welmers for use in West Africa and by Ray Freeze and Rudolph Troike for use in Oaxaca (Mexico) for American Indian languages, as well as a bibliography of questionnaires.

The participants decided that before anything could be done with respect to recommending or creating a specific

questionnaire, it would be necessary to establish a list of linguistic topics which should be covered in any such questionnaire. Secondly, it would be necessary to consider certain practical aspects of work with a questionnaire. After two days of intensive discussion, which included a review of existing knowledge on various topics, the conference concluded that what was needed was a guide to field work, and the participants indicated a willingness to participate in its preparation. Such a guide would include essays on the following topics with examples of structures which might be found within these categories: (1) Basic sentence patterns; (2) Major sentence types; (3) Cross distinctions in inflectional morphology; (4) Head modifier within phrases; (5) Thematic modifications; (6) Dialog relations; (7) Co-ordination and subordination, (8) Agreement and anaphora; (9) Causativization and de-transitivization; (10) Nominalization; (11) Tense, aspect, modality and adverb co-occurrence, (12) Person, number, noun class systems; (13) Relativization; (14) Comparison and measure.

Despite the variety of theories espoused by the participants, the conference agreed that differences in linguistic theory should not be allowed to interfere with the goal of collecting basic substantive data through field work. There was strong consensus that early preparation of a manual incorporating the current state of knowledge in regard to linguistic universals would provide a major contribution toward the further systematic collection of data from the languages of the world.

Chicano Sociolinguistics Focus of Conference

The National Exploratory Conference on Chicano Sociolinguistics—held at Holy Cross Retreat in Las Cruces, New Mexico, November 6-8, 1974—brought together a mixed group of Chicano educators, social scientists, linguists, artists, architects, lawyers, and community individuals for a series of intensive work sessions. The purpose of the Ford Foundation supported conference was to explore those areas of concern specific to the Mexican American/Chicano community and to identify those needs in the community which can and should be studied from a sociolinguistic perspective. In addition, the participants directed themselves to the following specifics:

- To define the concept of sociolinguistics as it relates to the Chicano community, and to identify those variables that affect the community directly and by implication.

- To discuss the recognized needs of the community and assign priorities to them according to importance and urgency

- To chart the courses of action necessary to meet these recognized needs.

- To identify individuals in the field (linguistics, sociology, economics . . .) who should carry out such work

- To establish criteria and guidelines for the training of individuals who will be responsible for carrying out research in the Chicano community

AREAS OF FOCUS

After introductory comments by the conference coordinator, Dr. Sergio Elizondo (University of New Mexico, Las Cruces) and a keynote address by Dr. Ernesto Galarza, the conference participants divided up into working groups. The topical foci of the respective groups were:

1. *Basic Sociolinguistic Concerns:* identify, discuss, and chart courses of action as related to language variation and language domains, as well as to the attitudes towards that variation as they exist in the Chicano community. Participants in these groups recommended that research projects direct themselves to providing current and
See *CHICANO*—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 nine times a year, monthly except June, July, and August. Editor: Allene Guss Grognet; Associate Editors: Marcia E. Taylor and Diane Bartosh. Annual subscription, \$4.50; air mail, \$9.50. (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.

BILINGUAL EDUCATION IN THE HIGHLANDS OF ECUADOR

by Donald W. Dilworth and
Louisa R. Stark

Over one million of the inhabitants of the Ecuadorian highlands—or 30 percent of Ecuador's total population—are native speakers of Quichua, the ancient language of the Incas. Quichua still thrives in Ecuador, creating the inevitable problems associated with a widely spoken second language. In the field of education, for example, the provinces with the highest rates of illiteracy are also the provinces with the largest number of Quichua speakers. More directly these illiteracy rates are generally correlated with lack of school attendance by Quichua-speaking Indian children. This apparent lack of interest in education by the Quichua-speaking population has traditionally been explained (1) as an economic factor (children are kept out of school to do small but essential chores within a subsistence economy) or (2) by the fact that the Indian population does not recognize the importance of education for its children.

Little importance has generally been given to the linguistic and cultural problems involved when an Indian child starts school. First, an Indian child usually has to leave his own community and walk four or five kilometers to school in a neighboring Spanish-speaking mestizo town where he finds himself the minority in an alien and frightening culture. This is the first time that he encounters discrimination against him based on his Indian language and culture. The child enters the school speaking no Spanish and must immediately deal with a teacher and schoolmates who speak only that language. Additionally, all classroom materials are written in Spanish and generally represent a completely foreign culture that is presented as superior to the Indian

child's. Such a situation causes him to either drop out of school or be withdrawn by his parents who recognize the harm of the experience. However, if the Indian child is forced to continue his schooling, he must generally repeat the first grade at least two or three times in order to master enough Spanish to be able to function within the school system.

In 1972 the Instituto Inter Andino de Desarrollo (IIAD) started a pilot project in bilingual education in the highland province of Imbabura in an attempt to remedy some of the linguistic and cultural problems that the Indian child faces when starting school. It was hoped that the project would demonstrate to the Ministry of Education that (1) bilingual education could greatly reduce both the high drop-out rate and low attendance showings on the part of the large Indian population of the area, and (2) such a program could be easily administered and carried out by the Ministry of Education itself.

The first step in beginning the program was to solicit funds and personnel. IIAD first contacted Peace Corps who agreed to supply the program with the salary of a linguist-administrator, the services of four to five volunteers, and a general operating fund. Peace Corps and its School Partnership Program also contributed funds for the construction of schools in Indian communities. USAID-Ecuador was then contacted and agreed to contribute additional funds for the preparation and publication of textbooks. ALFALIT loaned technical equipment for the preparation of teaching materials and CARE and CARITAS donated school supplies.

The program, as envisioned by its planners, would consist of three years of primary education in schools built in Indian communities. The basic philosophy of the program is to enable the Quichua-speaking child to enter the official Ecuadorian educational system after three years of bilingual education. If, however, the child did not wish to continue his education after three years, he would be able to read, write, have a basic knowledge of arithmetic, and speak enough Spanish to be better able to function in the Ecuadorian culture at large. The program's acceptance of the Indian cul-

ture as one of value would make it possible for those children who attended bilingual schools to have their own culture reinforced, thus maintaining a strong cultural identity.

The program then set out to devise teaching materials. These would mark a thin line between giving the Quichua-speaking child an education that would deal uniquely with his very special linguistic and cultural problems, and one that would provide a bridge to the education system existing in the rest of Ecuador. With this in mind, the first grade curriculum is taught in Quichua with most of the materials coordinated with the first grade textbooks prepared by the Ministry of Education; however, these textbooks have been prepared with examples based on the life experience of the Indian child. The reading and writing books, in Quichua, have been developed independently of those used by the Ministry. Whenever possible they reinforce the cultural values of the Quichua-speaking community. In addition to the books mentioned, the Quichua-speaking first grader has two hours of oral Spanish daily. The first hour emphasizes pronunciation and vocabulary, the latter conforming, where possible, to vocabulary introduced in the Ministry's first Spanish language reading book. The second hour of instruction consists of dialogues which the child learns in Spanish.

In the second grade, reading is taught with parallel texts in Quichua and Spanish. These texts deal with Quichua folklore and with the history and geography of the province. The last two are written by Indians from an Indian perspective. Oral Spanish is continued during the second grade with materials that have been devised especially for the project. However, the math and natural science books are those that have been developed by the Ministry for use in the second grade throughout Ecuador and they are taught bilingually by the teacher.

In the third grade almost all classroom instruction is carried out in Spanish. The Ministry's third grade reading books are utilized, although supplementary materials in Quichua are also used. The Quichua readers

See *ECUADOR*—5, Col. 1

Donald W. Dilworth is Director of the Instituto Inter Andino de Desarrollo. Louisa R. Stark is Associate Professor of (IIAD) Anthropology at the University of Wisconsin-Madison. She recently spent two years in Ecuador as linguist-administrator in IIAD's program in bilingual education.

grants, fellowships, awards

CIES—from page 1

College, possibly three other universities. Marguerite Hulbert.

GABON: English as a Foreign Language. Teaching methodology; assistance in developing a new TESL program. Fluent French required. Sept. 1975-June 1976. National U, Libreville. Linda Rhoad.

INDONESIA: Several junior lectureships in English as a Foreign Language. Requirements include M.A. in TEFL and several years of teaching experience. Knowledge of Indonesian language helpful. Affiliation with Regional Language Centers. Appointments are for an academic year or longer, but may begin Jan. or June 1975. Marguerite Hulbert.

LEBANON: English as a Foreign Language and American Literature. Oct. 1975-July 1976. Lebanese National U, Beirut. Linda Rhoad

MALI: English as a Foreign Language. Coordinating and teaching in a program of scientific and technical English for engineering and natural science students. Ph.D., fluent French required. Sept. 1975-June 1976. Ecole Normale Supérieure. Linda Rhoad

NIGERIA: English. Applied linguistics, stylistics, and semantics. Sept. 1975-July 1976. U Ife. Linda Rhoad.

POLAND: Eight Polish universities have expressed interest in having specialists in linguistics during the academic year Sept. 1975-June 1976. The Universities of Warsaw and Poznan need scholars in General Theoretical Linguistics. The Universities of Gdansk, Krakow, Lodz, Lublin, Poznan, and Sosnowiec have requested lecturers in Linguistics, Methodology, and Teaching English as a Second Language, who can assist also in developing the program. Georgene Lovecky

ROMANIA: Linguistics and English as a Foreign Language. Three lecturers in theoretical linguistics, methodology, and teaching of English, who will assist also in developing the program. Sept. 1975-June 1976. U Bucharest, U

Cluj, U Craiova. Applications also accepted from scholars desiring to conduct research in Romania in any field, including linguistics Georgene Lovecky.

RWANDA: English as a Foreign Language. Composition, structure, methodology. M.A. or Ph.D. and fluent French required. Sept. 1975-June 1976. Linda Rhoad.

SRI LANKA: English as a Foreign Language Lectures and assistance in developing language teaching programs at the five campuses of U Sri Lanka (Ceylon) and at teacher training centers Sept. 1975-July 1976. Affiliation with Ministry of Education. Marguerite Hulbert.

CIES has also announced that it is accepting applications for more than 550 university lecturing and advanced research awards for 1976-77 in over 75 countries under the senior Fulbright-Hays program. July 1, 1975 is the deadline for applying for 1976-77 awards. To obtain qualification information, applications, or to contact the program officer named after each 1975-76 entry write: Senior Fulbright-Hays Program, 2101 Constitution Avenue, N.W., Washington, D.C. 20418.

The National Institute of Education (NIE) is still accepting unsolicited proposals for grants for educational research projects. Proposals should be geared to reflect such NIE purposes as (1) help solve or alleviate the problems of American education and promote reform; (2) advance the practice of education as an art, science, and profession; (3) strengthen the scientific and technological foundations of education, and (4) build an effective educational research and development system. In order to be eligible for consideration, proposals should also be consistent with at least one of the following conditions. (1) represent a unique opportunity for use of resources or conditions to conduct research or development with potential for important advancement in knowledge; (2) address an NIE priority in a more promising way than previously planned work; (3) address an NIE

priority by complementing previously planned work with an alternative approach to the problem. For further information contact: National Institute of Education, Department of Health, Education and Welfare, 300 7th Street, S.W., Washington, D.C. 20202.

The National Science Foundation (NSF) plans to award approximately 90 international travel grants to young scientists to attend about 40 NATO Advanced Study Institutes during the summer of 1975. To be conducted in Europe, the Institutes will focus on specific topics in the physical, life and social sciences, and engineering and mathematics. Junior faculty, advanced graduate, and postdoctoral students must be nominated by the appropriate NATO Institute Director. A list of institutes is available from: NATO Travel Grants, Fellowships and Traineeships Section, Div Higher Ed in Science, NSF, Washington, D.C. 20550.

The ERIC Clearinghouse on Urban Education, funded by the National Institute of Education, is sponsoring a call for papers. The Clearinghouse is the information and dissemination arm of the Institute for Urban and Minority Education, jointly sponsored by Teachers College, Columbia University and Educational Testing Service. An award of \$500.00 will be made to graduate students for the most outstanding review of the status of knowledge in each of the following areas: (1) the effect of home, community, and school environments on high academic achievers from low status backgrounds; (2) educational implications of language diversity, (3) an evaluation of educational strategies that respond to population diversity; and (4) trends in the allocation and use of educational resources in the last 10 years. Papers may be written on more than one category. Paper specifications and terms of the competition may be obtained from: Edmund G. Gordon, Director, ERIC Clearinghouse on Urban Education, Teachers College, Columbia University, New York, New York 10027.

PRC Linguists Publish in U.S. Journal

A very tangible result of the recent visit by the American delegation of linguists to the People's Republic of China is a pair of articles written by linguists in Peking. These articles, written in Chinese, deal with some aspects of language pedagogy in the PRC and with observations on contemporary changes in the Chinese lexicon. The articles were submitted to the *Journal of Chinese Linguistics* by C. C. Cheng of the University of Illinois, a member of the delegation and associate editor of the *Journal*, and will appear in Volume 2, Nos 2 and 3 respectively. In the context of current efforts to promote intellectual interchange between China and the

U.S., this marks the first time that a scholarly contribution, in any field, from the PRC will be published in a U.S.-based journal.

The *Journal of Chinese Linguistics*, appearing 3 times a year, is edited by William S-Y Wang. Subscription to the *Journal* is \$10.00 per volume for individuals, \$15.00 for institutions. Subscription correspondence should be addressed to: *Journal of Chinese Linguistics*, Project on Linguistic Analysis, 2222 Piedmont, Berkeley, California 94720.

Full reports on the visit of the U.S. delegation to the People's Republic of China will appear in the March and April issues of *The Linguistic Reporter*.

ECUADOR—from page 3

continue to reinforce the child's self image and his culture. As in the second grade, the math and natural science materials are those provided by the Ministry of Education.

Thus in its preparation and use of teaching materials the project has attempted to coordinate its activities with those of the nation's educational system. This has also been true in the selection of teachers who are Indians who have already received their teaching degrees from government accredited teachers' colleges. All of the teachers speak Quichua as their first language and are from the province of Imbabura. Another prerequisite for the teachers is that they still maintain their cultural identity as Indians.

In the process of receiving their teaching degrees the teachers had never studied their own language from a linguistic point of view. Thus those teachers working in the bilingual schools receive a three-month course which includes a short introduction to linguistics, Quichua grammar, and the principles and methodology of bilingual education.

Three schools are now functioning with first and second grade classes. The makeup of the students includes some who have attended traditional schools and left, and other students for whom a bilingual school is their first formal educational experience.

Statistically the schools have proven extremely successful. For the province as a whole, 35 percent of all students in

rural schools drop out during the first grade. Of those who continue, 66 percent fail the first grade. During the first year of the bilingual education program 6 percent of the students dropped out during the first grade, and 6 percent were not promoted. At the end of the second year there were no drop-outs from the first grade and the number of students had increased—an unheard of situation in the rural schools of the province. Beyond this, the rate of students not promoted has dropped to 5 percent. And in the bilingual schools the Indian students are speaking more and better Spanish than Indian students in the province's Spanish-speaking schools.

The Indian communities also consider their schools successes and are proud of their efforts in supporting them. This has resulted in new school constructions. With the same interest, the fathers of the school children have started a number of new projects for the benefit of the whole community (roads, wells, bridges, community gardens, health programs, etc.)

Teachers from schools in surrounding areas have also shown interest in the concept and application of bilingual education. This interest resulted in a course for the province's rural teachers in the principles of bilingual education, linguistics, and Quichua grammar. A similar course was offered for university students at the Catholic University in Quito during the spring of 1974.

Finally, the program seems to have aroused the interest of the Ministry of

Education, not only on a local level but nationally as well. On a local level IIAD has been asked to expand its program not only into more schools in Imbabura, but also into other highland provinces. And nationally the Ministry organized its first National Seminar on Bilingual Education in October 1973. The seminar dealt specifically with linguistic problems within the country and the application of the bilingual education approach to these problems. In its final resolutions, the Seminar recommended to the Ministry that bilingual education be a national priority in the education system of Ecuador. And in response to this recommendation, in August 1974 a Department of Bilingual Education was inaugurated within the Ministry of Education with the express purpose of implementing a system of bilingual education for the country's linguistic minorities.

New Israel Association For Applied Linguistics

The Israel Association for Applied Linguistics (IAAL) was officially organized last year at a meeting held at Hebrew University. The foundation meeting adopted the constitution, elected the executive committee, and discussed future activities of the IAAL.

An affiliate of the International Association for Applied Linguistics (IAAL), the goals of the Israel Association are: (1) to encourage research in the field of applied linguistics; (2) to facilitate the dissemination and exchange of information on applied linguistics, by means of meetings, the publication of a newsletter, etc.; (3) to hold an annual convention where members can meet and discuss current issues in applied linguistics; (4) to maintain and strengthen contacts with other national and international bodies concerned with applied linguistics. Hebrew teaching (both as a mother tongue and as a second language), teaching foreign languages in Israel, and translation are some of the future activities the IAAL has planned.

Membership in IAAL is open to any person at any educational level working in the field of applied linguistics, whether in teaching or in research or in any other relevant activity. Institutions working in the field of applied linguistics may also join.

The 2nd Bilingual Bicultural Materials Conference, sponsored by the Dissemination Center for Bilingual Bicultural Education (Austin TX), will be held February 20-23, 1975 in NYC. The conference format will provide for lectures by guest speakers on the state of the art in the field of bilingual bicultural education; materials demonstrations; and seminars on such topics as the cultural aspects of bilingual bicultural curricula, parental involvement in bicultural curriculum development, and the need for behavioral objectives in bilingual bicultural curricula. For further information write: Ernest Perez, Bilingual Curriculum Specialist, Dissemination Center for Bilingual Bicultural Education, 8504 Tracor Lane, Austin TX 78721.

The International Communication Association will hold its 25th annual conference April 23-26, 1975 in Chicago. Featuring a variety of workshops, competitive paper sessions, minicourses, and plenary sessions, this conference will focus on "Communication in the Urban Environment." Additional information is available from: Mark L. Knapp, Dept of Comm, Purdue U, W Lafayette IN 47907.

The Kentucky Foreign Language Conference will be held April 24-26, 1975 in Lexington KY. Discussion focuses include classical and modern foreign languages, Scandinavian studies, and linguistics. A special feature of this year's conference will be a symposium on individualized instruction, consisting of panel discussions and critical analyses of the fundamental aspects of individualized instruction, i.e. definition, pacing, and materials. Write: Theodore Mueller, 1027 Office Tower, U Kentucky, Lexington KY 40506

The 1st Annual Minnesota Regional Conference on Language and Linguistics will be held May 16-17, 1975 at U Minnesota. Papers are invited on all topics of general linguistic interest. Deadline for submission of abstracts is March 14, 1975. The conference is intended to initiate a series of annual meetings that broaden the scope of the 25-year-old Minnesota Group for Lin-

guistics. Participants outside the region are welcome to attend. Additional information may be obtained by writing: Harold B. Allen, Dept of Ling, 142 Klæber Court, U Minnesota, Minneapolis MN 55455.

The 1st National Conference on the Application of Mathematical Models and Computers in Linguistics will be held May 20-26, 1975 in Varna, Bulgaria. Sponsored by the Bulgarian Academy of Sciences, the conference will provide for lectures, reports, and discussions of topics which include: the aims and methods of computational linguistics; the interrelationship of mathematical, computational, and applied linguistics; problems of formalization and modeling in linguistics, quantitative linguistics, machine translation and automatic textual analysis; and morphological, syntactic, and semantic models and algorithms of natural languages. Those wishing to attend the conference should write: Organizing Committee, 1st National Conference on the Application of Mathematical Models and Computers in Linguistics, c/o Institute of Mathematics and Mechanics, P.O. Box 373, Sofia, Bulgaria.

A Conference on Language Learning will be held at Queens College on June 6, 1975. Abstracts are invited for papers dealing with any aspect of bilingualism and/or first and second language learning. Send abstracts by April 20, 1975 to: Conference on Language Learning, c/o Stephen Krashen, ELI, Queens Coll, Flushing NY 11367.

A Workshop on Theoretical Issues in Natural Language Processing will be held June 10-13, 1975 at MIT. The interdisciplinary workshop will be addressed to both students and researchers in such fields as computational linguistics, psychology, linguistics, and artificial intelligence. For further information contact: Bonnie Nash-Webber, Bolt Beranek and Newman, 50 Moulton St, Cambridge MA 02138

Two concurrent workshops for foreign language teachers on individualizing

instruction will be held June 23-July 3, 1975 at U Louisville. One workshop will be designed for FL teachers with little experience with individualizing instruction, while the other will be focused for teachers with at least a year's experience in this area. Participants will have an opportunity to engage in curriculum development work and will be exposed to various models of individualized FL programs. For application forms write: Howard B. Altman, Dept of Mod Lang, U Louisville, Louisville KY 40208.

The Indiana U Department of Slavic Languages and Literatures is now accepting applications for its 1975 Summer Slavic Workshop. To be held in Bloomington from June 20-August 16, 1975, the workshop offers Russian language instruction on all levels. Application forms may be obtained by writing: Dir, Slavic Workshop, Ballantine Hall 502, Indiana U, Bloomington IN 47401.

A German-English Linguistic Institute will be held July 30-August 13, 1975 at U Exeter. The Institute, sponsored jointly by U Exeter and Mannheim's Institut für deutsche Sprache, will concentrate on various aspects of contrastive analysis, with workshops offered in principles of descriptive, applied, and contrastive linguistics, contrastive grammatical analysis; and contrastive lexical analysis. For more detailed information write: R.R.K. Hartmann, Dir, Language Centre, U Exeter, Exeter EX4 4QH, England.

An International Conference on Linguistics in Central and Southern Africa will be held December 9-13, 1975 at the University of Rhodesia. Topics to be covered during group sessions include general linguistic theory, historical linguistics, pidgin and Creole languages, syntactic theory, sociolinguistics, phonetics and phonology, Bantu linguistics, semantics, psycholinguistics, and applied linguistics. Persons interested in attending the conference should contact: General Secretary (LINCSA), Dept of Ling, U Rhodesia, P.O. Box M.P. 167, Mt. Pleasant, Salisbury, Rhodesia.

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Selected Bibliographies 3: Language Teaching & Learning

The following bibliography on language teaching and learning was compiled by Sophia Behrens, Editor, ERIC Clearinghouse on Languages and Linguistics (ERIC/CLL). (See *The Linguistic Reporter*, June 1974, for an ERIC bibliography on TESOL and bilingualism.) All entries have been processed into the ERIC system and appeared in *Research in Education (RIE)* issues January through November 1974.

The entries have been divided into three categories. (1) documents concerning general language acquisition and development, (2) documents dealing primarily with the theoretical aspects of teaching and learning for-

foreign languages, and (3) documents containing instructional materials and methods relevant to foreign language teaching and learning. Categories (2) and (3) are not mutually exclusive: several items contain information of both a theoretical and practical nature. In order to provide the reader with as concise information as possible, annotations are included only when titles are not self-explanatory.

These documents may be read in their entirety from microfiche at one of the ERIC library collections or ordered from the ERIC Document Reproduction Service (EDRS), Computer Microfilm International Corporation, P.O. Box 190, Arlington, Vir-

ginia 22210. A list of ERIC collection locations is available from ERIC/CLL, Center for Applied Linguistics, 1611 North Kent Street, Arlington, Virginia 22209.

When ordering from EDRS, include ED number and specify microfiche (MF)—a 4 x 8 inch card of film containing up to 96 pages of text and requiring a microfiche reader—or hard copy (HC), which is a xerox copy of the original document. Unless otherwise indicated, documents cost \$0.93 in microfiche and \$1.68 in hard copy.

NOTE: These documents are not available from the Center for Applied Linguistics.

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ED 087 741 Craig, Samuel B., Jr. *Competency. The Language of the Behavioral Objectives Movement* 1973 21 pp.

ED 088 582 Robinson, W.P. and Jenifer Arnold *The Question-Answer Exchange Between Mothers and Young Children* [Examines social class differences] London: Social Science Research Council, 1972. 50 pp MF-\$0.93, HC-\$2.03

The material in this publication was prepared pursuant to a contract with the National Institute of Education, U.S. Department of Health, Education, and Welfare. Contractors undertaking such projects under government sponsorship are encouraged to express freely their judgment in professional and technical matters. Prior to publication, the manuscript was submitted to the Center for Applied Linguistics for critical review and determination of professional competence. This publication has met such standards. Points of view or opinions, however, do not necessarily represent the official view or opinions of either the Center for Applied Linguistics or the National Institute of Education.

news briefs

A new manual Iranian alphabet has been developed by Julia Samii and Maryam Rostami. The alphabet uses 28 hand configurations to represent 32 graphic symbols with the configurations varied by hand/wrist rotation and direction. The fingerspelling will be tested through nightly news broadcasts over national Iranian TV. For further details on the new alphabet write: Julia Samii, 12 Kuche Khajenasir, Southern Kakh Avenue, Shah Reza Avenue, Tehran, Iran.

The University of Wisconsin-Madison has received a grant from the National Endowment for the Humanities (NEH) for the establishment and operation of an Indonesian Studies Institute. Offering courses which will concentrate on the language and literature of that area, the Institute will operate for 10 weeks during three consecutive summers, 1975-77. Heading the Institute will be Robert LeRoy Clodius, Director of the Center for Southeast Asian Studies at the University of Wisconsin.

A new series is being issued by the Max Weinreich Center for Advanced Jewish Studies to provide circulation of recent scholarly papers in the field of Yiddish studies, thereby enabling scholars in the field to discuss their research before final publication of their work. The series includes papers in Yiddish linguistics, Yiddish folklore, Yiddish literature, East European Jewish history, and other areas of Diaspora Jewish life. For more information write: Joan Bratkowsky, General Editor, Working Papers in Yiddish and East European Jewish Studies, 1048 Fifth Avenue, New York, New York 10028

A new program of the Department of Health, Education, and Welfare entitled Basic Educational Opportunity Grants introduces for the first time an unqualified assurance for eligible students to receive federal assistance to help pay for education and training after high school. The program is aimed at students generally underrepresented in the college population, i.e. Blacks, Spanish surnamed, Native

meetings and conferences

March 4-9 Convention of Teachers of English to Speakers of Other Languages, 9th Los Angeles, CA

*March 8-9 International Linguistic Association, 20th New York, NY [Write E Chang-Rodriguez, Dept of Romance Langs, Queens Coll, CUNY, Flushing, NY 11367]

March 9-14 National Association of Language Laboratory Directors, 11th Dallas, TX

March 12-15 Georgetown Round Table, 28th Washington, DC

March 13-15 Conference on College Composition and Communication St Louis, MO

March 14-15 Southwestern Council on Latin American Studies Huntsville, TX

March 15 Niagara Linguistic Society Spring Conference, 8th Buffalo, NY

March 17-22 Workshop on Computational Semantics Lugano, Switzerland

March 20-22 Conference on English Education Colorado Springs, CO

March 20-22 Linguistic Symposium on Romance Languages, 5th Ann Arbor, MI

March 23-26 Association of Teachers of Japanese San Francisco, CA

March 23-26 Association of Asian Studies San Francisco, CA

March 30-April 3 American Educational Research Association Washington, DC

March 30-April 4 Association for Childhood Educational International New Orleans, LA

April 2-5 International Association of Teachers of English as a Foreign Language London, England

April 3-5 Annual Central States Conference on the Teaching of Foreign Languages St Louis, MO

April 3-8 International Conference on Computers and the Humanities Los Angeles, CA

April 4-5 Kentucky Interdisciplinary Conference on Linguistics Richmond, KY

April 4-6 Child Language Research Forum, 7th Stanford, CA

April 5-13 International Celtic Congress, 5th Penzance, England

April 6-7 European Linguistics Society Meeting, 9th Nottingham, England

April 6-8 Linguistics Association of Great Britain Meeting Nottingham, England

April 8-11 Acoustical Society of America Austin, TX

April 10-12 College English Association, 8th Atlanta GA

April 10-12 Northeast Conference on the Teaching of Foreign Languages New York, NY

April 10-12 Southwest Areal Language and Linguistics Workshop, 4th San Diego, CA

April 11-13 Conference on African Linguistics, 6th Columbus, OH

April 11-13 American Oriental Society Columbus, OH

April 17-20 Chicago Linguistic Society, 11th Chicago, IL

*April 18-19 Pacific Northwest Conference on Foreign Languages, 28th Vancouver, BC, Canada [Write Hector Hammerly, Prog Chmn, 1975 PNCFL, Dept of Modern Langs, Simon Fraser U, Burnaby 2, BC, Canada]

April 20-26 Council for Exceptional Children Los Angeles, CA

April 23-26 International Communication Association, 9th Chicago, IL

April 24-26 University of Kentucky Foreign Language Conference Lexington, KY

April 25-27 CATESOL Conference Santa Barbara, CA

May 3-4 California Linguistics Association Conference, 5th San Jose, CA

Americans, etc. During the 1974-75 academic year, grants will range from \$50-\$800. A brochure describing the program has been made available in several languages, including Spanish. For further information write: Basic Educational Opportunity Grants, Box 2468, Washington, D C 20013

The U.S. Office of Education has awarded a grant to Michael Shapiro and Harold Schiffman of the University of Washington for work on a book entitled *Language and Society in South Asia*. The book will essentially consist of a sociolinguistic overview of South Asia.

Spanish-Surnamed Populations of the United States, A Catalog of Dissertations is a new publication of Xerox University Microfilms. Compiled by Richard V. Teschner (University of

Iowa), the catalog attempts to list all doctoral dissertations pertaining to the several Hispanic or Spanish-surnamed populations of the U.S. The 1197 items encompass all the several disciplines of the social sciences, humanities (language/linguistics), and sciences which bear directly upon human concerns. The field of education is also extensively covered. Because the catalog includes such a wide scope of topics, many interrelationships exist among the entries, i.e.—dissertations of importance for bilingual education and language may be found in both the education and linguistics sections. The author advises users of the bibliography to search imaginatively and check all possible areas pertinent to their interests. The publication may be ordered from: Xerox University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106

meetings and conferences

- *May 7-9 Annual Congress of the French-Canadian Association for the Advancement of Sciences, 43rd New Brunswick, Canada (Write M Gérard Etienne Dept de Français, U Moncton, NB, Canada)
- May 7-11 National Association for Foreign Student Affairs Washington DC
- May 13-16 International Reading Association New York, NY
- *May 15-17 Canadian Applied Linguistics Association Ottawa, Canada (Write Sec de l'ACLA Inst des Langues Vivantes U Ottawa, Ottawa K1N 6N5 Canada)
- *May 16-17 Minnesota Regional Conference on Language and Linguistics Minneapolis, MN [See LR 17 2, p 6]
- *May 20-23 Annual International Bicultural-Bilingual Conference 4th Chicago, IL
- May 20-26 National Conference on the Application of Mathematical Models and Computers in Linguistics 1st Varna Bulgaria [See LR 17 2 p 6]
- May 22-23 Illinois Conference on Bilingual/Bicultural Education Chicago IL
- *May 26-27 Canadian Association of Semiotics 4th Edmonton, Alberta, Canada (Write M Pierre Monod Dept of Romance Langs, U Alberta, Edmonton 7, PA, Canada)
- *May 26-29 Canadian Linguistic Association Edmonton Alberta, Canada (Write Dan A Wilson Tres, Queen's U, Kingston Ontario K1N 5E1 Canada)
- *June 6 Conference on Language Learning Flushing NY [See LR 17 2 p 6]
- *June 10-13 Workshop on Theoretical Issues in Natural Language Processing Cambridge MA [See LR 17 2, p 6]
- June 19-20 Friends of Uto-Aztecan Conference, 3rd Flagstaff AZ
- *June 20-August 16 Indiana University Slavic Workshop Bloomington, IN [See LR 17 2, p 6]
- June 23-August 29 Linguistic Society of America Linguistic Institute, 45th Tampa, FL
- June 25-28 International Conference of the Association of Teachers of English to Speakers of Other Languages 2nd Dublin, Ireland
- July 18-20 Colloquium on Hispanic Linguistics, 2nd Tampa, FL
- July 25-27 Linguistic Society of America Summer Meeting Tampa, FL
- July 28-30 North American Semiotics Colloquium Tampa, FL
- July 30-August 6 International Conference on Methods in Dialectology 2nd Prince Edwards Island Canada
- *July 30-August 13 German-English Linguistic Institute Exeter, England [See LR 17 2 p 6]
- August 14-16 International Conference on Sino-Tibetan Languages, 10th Ellensburg WA
- August 17-23 International Congress of Phonetic Sciences, 8th Leeds, England
- August 25-29 International Congress of the International Federation of Modern Languages and Literatures 13th Sydney, Australia
- August 25-30 International Congress of Applied Linguistics, 5th Stuttgart West Germany

*Indicates first listing for conference Complete details on all other entries in the above list will be found in the January issue of the *Linguistic Reporter*

INTER-AMERICAN — from page 1 of The Linguistic Reporter.

Papers reviewed current trends in second language teaching, which are moving toward a communicative base, and discussed different goals and models for programs, both transitional-national-integration models and native literacy-maintenance models. The lack of unequivocal research evidence for the educational value of bilingual education was recognized and evaluation was noted. The Conference languages were Spanish and English, and simultaneous interpretation was provided.

The following resolution was passed at the conclusion of the Conference. "Recognizing the usefulness of sharing our experiences in the field of bilingual-bicultural education, we believe that conferences such as this provide a valuable forum for interaction. We

therefore recommend that similar meetings be organized in the future." A series of other resolutions passed at the conference will appear in a future *Linguistic Reporter*.

The conference proceedings will be published by CAL in the spring of 1975. The papers will appear in the language in which they were presented, with an abstract in the other conference language. The prepublication price is \$9.00. Prepublication orders should be sent, together with a check for \$9.00, to the Publications Office, Center for Applied Linguistics, 1611 North Kent Street, Arlington, Virginia 22209, before March 31, 1975. After that date, the price will be \$12.00.

The presentations are also available on tape from Magnamedia, Inc., 17865 Sky Park Circle, Suite D, Irvine, California 92707. Each tape contains two or three papers.

English by Radio Subject of British Study

[Editor's Note The following is excerpted from an article by H R Howse entitled "A Pioneering Venture in English Teaching" which appeared in *English Around the World*, No 11, November 1974 Dr. Howse is Head of English by Radio and Television, British Broadcasting Corporation]

The British Ministry of Overseas Development, the BBC English by Radio and Television, and the British Council's English Language Teaching Division are cooperating on six innovative English language teaching projects for developing nations. Financed by the British Ministry of Overseas Development, the projects plan for the production of: (1) twelve twenty-minute color films for use in training English-as-a-second-language teachers, also, a series of radio programs on the same subject; (2) forty radio programs entitled "Modern Office Limited—English for Commerce;" (3) forty radio programs teaching English for engineering; (4) sixty radio programs to help students who are taking English language examinations; (5) fifty-two radio programs dealing with set books in English literature, and (6) forty radio programs teaching English to Francophone countries. All projects will have accompanying textbooks and recordings

The film series is being shot on location in various parts of the world. Filming has already been completed in Sri Lanka and will begin soon in Swaziland, Ghana, and Nigeria. The series attempts to accurately show the problems of English language teaching and the methods being adopted to overcome them. It will cover English teaching at primary and secondary levels and its keynote will be evidence of successful methodology. Intended primarily for use in teacher training institutions, the film series and accompanying textbook will be available later in 1975.

The radio series on teaching the English of Commerce contains dialogues involving secretarial and managerial staff in modern office situations. The course is designed so that listeners can project themselves into linguistic situations that are common to all offices. Basic research for this project was carried out by the Oxford Univer-

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ADVERTISEMENT

Many people seem to harbor myths concerning the English language

"English is decaying in the United States because of slang"

"The languages of primitive peoples are simpler than those of advanced nations"

"English is one of the hardest languages in the world"

If you need to earn university-level credit, UNIVERSITY OF WISCONSIN-EXTENSION offers courses in English and Linguistics which challenge the above assumptions and give background helpful in understanding current problems and controversy

INTRODUCTION TO LINGUISTICS (Linguistics 320)—The scientific study of language has developed rapidly in the last few years. An understanding of current theory is essential for teachers of reading and composition, and for anyone concerned with problems associated with non-standard dialects and speech disabilities. This introductory course is intended for students who have had little or no previous work in linguistics. It covers the basic techniques of analysis at the three levels of speech: sounds, word formations, and syntax.

HISTORY OF THE ENGLISH LANGUAGE (English 323)—The origins of the English language and the changes that have occurred over approximately the last 1500 years are surveyed. The three levels of phonology, morphology, and syntax are examined. The objective of the course is an understanding of linguistic change and the historical basis of modern English pronunciation, the various dialects, and English orthology.

STRUCTURE OF THE ENGLISH LANGUAGE (English 329)—This course examines the grammar of modern English within a generative (transformational) framework, with particular emphasis on syntax and phonology. The course draws upon student's intuitions as a speaker of English in an attempt to create greater understanding of his language.

AMERICAN ENGLISH (English 330)—An introduction to linguistics focusing on the language of America and its development from Colonial days to the present. Topics covered include historical developments and cultural changes, regional differences, methods and dialect investigation, slang, argot, social differences, the responsibilities of the educational system, and the future of American English.

Independent study courses directed at improving writing and editing skills are also offered. For information on these and over 400 other courses, write to STUDENT ADVISER, Box L, 432 N Lake St., Madison, Wisconsin 53706

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sity Press's English Language Teaching Development Unit

English for engineers has posed a special challenge to teaching English by radio. Problems facing developers are: (1) defining the audience for the series; (2) defining their language levels and needs, and (3) using the non-visual medium of radio to teach the specialized lexis of engineering. Researchers are still working on these difficulties.

The 60 radio programs to assist students studying English cover all types of examination questions and will include composition, vocabulary, précis, comprehension, structure, and oral English.

The English literature series has virtually been completed and is available on records for broadcasting. Twenty-four programs ranging from Shakespeare's "Twelfth Night" to "Lord of the Flies" are now available, with an additional 28 programs in-the-works.

Research is still in progress for the series on English in Francophone countries. Production will begin as soon as analyses are complete.

In many ways, the joint venture is proving to be a distinctly pioneering endeavor in English language teaching.

linguists wanted

San Jose State University is seeking qualified candidates for the position of Dean, School of Humanities and Arts. Application deadline is February 15, 1975. Address inquiries to Aca Vice Pres, San Jose State U., San Jose CA 95192

The University of Michigan has an opening for an assistant professor of applied linguistics. Background should include teaching and research on the applications of linguistic theory to ESL and bilingualism. Inquiries should be sent to H Douglas Brown, Acting Dir, Eng Lang Inst, U Michigan, Ann Arbor MI 48104

The University of New Mexico is accepting applications for a position in linguistics from candidates with training in sociolinguistics and/or southwestern languages. Contact Chpn, Search Committee, Dept of Ling, U New Mexico, Albuquerque NM 87131

Queens College has an opening for an assistant professor of linguistics to teach courses in second language teaching and ESL. Address resumes to Stephen D Krahen, Chmn, Search Committee, Dept of Ling, Queens Coll, Flushing NY 11367

The State University of New York at Buffalo needs a microanalyst with extended research experience in naturally occurring communicative behavior, both verbal and nonverbal, starting September 1975. Appointment will be within the Faculty of Social Sciences or Educational Studies to a permanent position at appropriate rank, assistant to full professor. Duties: train graduate students in the methodologies of microanalysis in the context of normally expected teaching load and normal faculty duties. Applications should be sent to Dir, Center for Studies of Cultural Transmission, Dept of Anthro, SUNY Buffalo, 4242 Ridge Lea Rd, Amherst NY 14228

The University of Texas at San Antonio needs a foreign language specialist, starting August 1975. Appointment is at the assistant professor level. PhD in Foreign Language Education and preparation in a foreign language required. Deadline for application March 1, 1975. Send vita and letter of application to Robert T Alcatorre, Dir, Div of Ed, College of Multidisciplinary Studies, U Texas at San Antonio 4242 Piedras Dr E, San Antonio TX 78285

The University of Washington needs an assistant or associate professor in linguistics to teach courses in applied linguistics, contrastive linguistics, and second language acquisition. Candidates must have a PhD and background in both applied linguistics and linguistic theory. Experience in TESL desirable. Contact Sol Saporita, Chmn, Dept of Ling, U Washington, Seattle WA 98195

San Diego State University may have an opening for a full-time assistant professor in linguistics, beginning Fall 1975. PhD required. Preference will be given to applicants interested and trained in applied linguistics, particularly psycholinguistics. Duties may include teaching undergraduate courses in introduction to language study and transformational-generative grammar. Write Glendon F Drake, Chmn, Dept of Ling, San Diego State U, San Diego CA 92115

Northrop's Aircraft Division is seeking several teachers for its TEFL program in Saudi Arabia. Minimum requirements: BA in English, a foreign language, or linguistics (MA in TEFL may be substituted for BA in other fields) and one year of classroom experience in TEFL. Resumes should contain details of TEFL experience, including materials used, educational level and age of students, use of audio-visual equipment, daily contact hours, and amount of supplementary material used and/or developed. Send resumes to Manager, Eng Lang Training, Northrop (137), APO New York 09616

The U Illinois at Chicago Circle has an opening for an instructor/assistant professor in the Dept of Ling, beginning in Fall 1975. Requirements include a strong and continuing interest in teaching Japanese, and the ability to teach courses in the Asian Studies Program and in the general linguistics curriculum. PhD or ABD necessary. Send resumes to Andrew Schiller, Head, Dept of Ling, U Illinois at Chicago Circle, Chicago IL 60680

Note to LR Readers . . .

Beginning with the April 1975 issue, *The Linguistic Reporter* will institute a fee for listings of positions available at institutions. \$10.00 will be charged for each listing. Payment may accompany entry or the school or department can be invoiced for that amount. Colleges and universities desiring to advertise their openings in the *LR* should submit their entries to the Editor by the fifth of the month preceding the month of publication. As has been our policy, *The Linguistic Reporter* will not accept listings from individuals seeking positions, and reserves the right to edit all position descriptions.

CHICANO— from page 2

accurate information on the theory and process needed to measure bilingualism in the Chicano community. They further recommended that steps be taken to develop a Linguistic Atlas of the Chicano community in the Southwest and that a Research Institute be set up to serve as a clearinghouse for all pertinent research carried out in the Southwest, to monitor ongoing research, and to disseminate all generated research data.

2 Applied Sociolinguistic Investigations To identify, discuss, and chart courses of action as related to the use of sociolinguistic tools in initiating, maintaining, and evaluating bilingual/bicultural educational programming; to integrate the dynamics of foreign language instruction into such programs, and to monitor the effects of such instruction on monolingual and bilingual speakers of English and Spanish. Participants in these groups recommended that research projects investigate the efficiency of present teacher training programs and determine the extent to which these programs are geared to train and prepare the personnel needed in bilingual/bicultural education programs. In addition, the groups recommended that research be initiated to study classroom interaction patterns, as well as the extent and kind of community involvement as it affects classroom routine in schools in the Southwest. Finally, the groups stressed the need for a critical evaluation of all literary genre as expressed by and in the Chicano community and the need for affirmative action to insure that such genre be maintained in all of its forms, and that it be integrated into all of the community's institutions.

3. Policy, Practice, and Sociolinguistics To identify, discuss, and chart courses of action specific to the problems encountered in publishing and disseminating Chicano language materials and materials about the Chicano. Participants in these groups recommended that alternative ways be found and established to guarantee that material, generated by the Chicano community, which is worthy of publication be published and disseminated. The groups also recommended that guidelines be formulated for the purpose of planning, designing, and executing all sociolinguistic research in the Chi-

cano community.

ANALYSIS OF PROCEEDINGS

If the areas of study seemed varied and overlapping at times, that indeed was and is the case. Sociolinguistics as a discipline is a maturing and evolving field, it has yet to stabilize its parameters or stand still long enough to allow a sole definition. As a "humanist" discipline, it is involved in building a solid bridge between the world of theoretical linguistics and that of applied sociological principle. At a minimum, it is interested in language and its variation and in the respective communities of speakers. Likewise, it is interested in the implications and significance of language variation. But even with this as an estimate of what constitutes sociolinguistics, and how it attempts towards a theory of language, the fact remains that it escapes a static shape.

The task of defining Chicano sociolinguistics is even more difficult. At best, it refers to that sociolinguistic study which focuses on the characteristics of the Chicano and his community. On the other hand, the importance of this exploratory conference is that it gave those participants not familiar with the field of linguistics an opportunity to become acquainted with it. Likewise, it provided a chance for those linguists who have been involved in developing theory and practice outside of the fields of sociology, law, economics, and the arts to gain insight into the human concerns that envelope and help maintain the Chicano community.

The purpose of the conference was to explore not only the issue of what in fact constitutes Chicano sociolinguistics, and how sociolinguistic theory and process can best be utilized in studying the Chicano community for the purpose of knowing it better, but to focus also on the concrete ways that this information can be effectively used. One of the unique features of the conference was that for the first time a group of professionals and community individuals who are Mexican American and Chicano came together to openly share past experiences, present concerns, and most importantly, to outline goals, objectives, and plans of implementation for projected and needed research and investigation in the Chicano community.

IMMEDIATE OUTCOMES

An Editorial Board was set up for the purpose of transcribing and analyzing the wealth of ideas and information that was generated during the conference. The Board will be responsible for preparing this material for publication in the near future. An Executive Board was also established to oversee and help guide future conferences and meetings, as well as to promote group and individual research in the Chicano community.

New Native Indian Training Program

The University of British Columbia—through a grant from the provincial government—has implemented a new teacher training program for native Indians. The program was initiated because of a growing desire by Indian people to attain greater control and influence over their children's education. There are now only 28 certified native Indian teachers working in British Columbia schools, out of a total teaching force of 23,000 (if the figures were proportionate, there would be 1,300 Indian teachers.)

Consisting of four basic steps, the new program departs from the usual in that the first two years of teacher training are spent at off campus centers. The first two steps consist of this field work where students acquire specified teaching competencies and educational backgrounds. The third step is formalized course work at a university when a Standard Teaching Certificate is actually issued. Step four completes professional education studies. Each step is equivalent to one year of university training.

Developers of the training program feel that it marks a turning point in Indian education in British Columbia. Mr. Bert McKay, principal of the Indian school at New Aiyansh in northern B.C., and one of the Indians who helped devise the program, sums it up as follows: "The important thing about this program is that it will produce teachers who have not only the academic background necessary for teaching but a cultural understanding of their students. In the teaching of our children we want the highest standards to prevail."

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APS	Grants to Postdoctoral Scholars	Sept., p 5	Feb 7, April 11, Aug 8
Doherty Foundation	Latin American Study Fellowships	Dec. p 4	Open
ERIC Clearinghouse on Urban Education	Graduate Student Awards	Feb. p 4	Open
Fulbright-Hays	Fellowships	Feb. p 1	Open
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 8
	Summer Seminars for College Teachers	Sept. p 5	Feb 17
	Youthgrants.	Dec. p 4	April 1
NIMH	Research Project Grants	Jan., p 5	June 1, Oct 1
	Program Project Grants	Jan. p 5	June 1, Oct 1
	Small Grants	Jan. p 5	June 1, Oct 1
	Special Grants	Jan. p 5	June 1, Oct 1
NSF	Doctoral Dissertation Research Grants	Dec. p 4	Open
	RANN	Nov. p 6	Open
	Specialized Research Facilities and Equipment	Dec. p 4	Open
	Travel Grants to Young Scientists	Feb., 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
Phillips Fund	APS American Indian Linguistics	Jan. p 5	March 7
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
Woodrow Wilson	Doctoral Fellowships	Sept. p 5	March 1

The Linguistic Reporter

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

nonprofit organization
U S POSTAGE

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PERMIT NO 41429

THE LINGUISTIC REPORTER

A Newsletter in Applied Linguistics

Volume 17

Number 3

March
1975

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

President Asks NDEA And Fulbright-Hays Cuts

The FY'75 funding history for NDEA Title VI and O E Fulbright-Hays has been like a see-saw. In its original budget request, the Administration asked for \$10 million for these programs. During Congressional deliberations, the House approved \$12 million, the Senate \$13.36 million, with a final appropriation of \$14 million coming out of a joint House-Senate conference. Now, according to a U.S. Government source, President Ford has requested a rescission from \$14 million to the original Administration request of \$10 million. Should Congress not vote against a rescission, funds appropriated for these programs will be allocated as follows:

National Defense Education Act (NDEA). A total of \$8,640 million has been made available for Title VI projects under this Act and will be allocated in the following manner: \$4,385 million for 50 foreign language and area centers; \$420,000 for 12 exemplary projects (graduate); \$513,000 for 19 exemplary projects (undergraduate); \$2,822 million for 604 NDFL fellowships; and \$500,000 for 16 research projects.

O E Fulbright-Hays. As in previous years, \$1,360 million will be distributed to projects under this Act. Of this total, \$140,000 will be used in support of 20 fellowships for faculty research abroad, \$750 thousand will support 100 fellowships for doctoral dissertation.

See *Funding-11, Col 3*

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OCR Plans Probe of Major School Systems

HEW's Office for Civil Rights (OCR) is planning an investigation of the Chicago, Philadelphia, Houston, Los Angeles, and New York school systems. The project is actually a continuation of a program begun last year in New York City to determine if any children are being denied access to educational programs because of their limited or lack of English-speaking ability. These are regularly scheduled reviews intended to ensure the bilingual standards set down by the Lau decision are being enforced.

OCR takes its authority for the survey from Title VI of the 1964 Civil Rights Act, which forbids discrimination on the basis of race, color, or national origin in Federally funded programs; Title IX, which prohibits

sex discrimination in Federally assisted education institutions; and Section 504 of the Rehabilitation Act of 1973 which bars discrimination against the physically or mentally handicapped. Obviously, the national origin clause in Title VI supports the study's bilingual thrust.

The choice of the school systems to be studied seems logical since the five cities account for 23 percent of the Spanish-surnamed students in the country, 21 percent of the Asians, 17 percent of the blacks, 15 percent of the Native Americans, and 8 percent of the females.

The probe will concentrate primarily on language barriers to learning by comparing available services in minority schools with other schools.

New Federal Agency For Spanish-Speaking

Sen. Joseph Montoya (D-NM) and Rep. Edward Roybal (D-CA) are planning to introduce legislation which will create a new Federal agency to evaluate and support Federal programs for the nation's Spanish-speaking. The new agency would replace the now defunct Cabinet Committee on Opportunities for Spanish Speaking People.

Spokesmen from the two offices indicated that the proposed agency would be quite different from the Cabinet Committee which had become inundated with politics. Provisions will be made to prevent it from engaging in political activities and clear-cut goals will be established for evaluating the impact of Federal programs such as manpower training and education on the Spanish-speaking.

Plans for the new agency will be finalized shortly. It still remains to be decided whether the planned legislation would give the agency cabinet level status or place it in HEW.

First American Receives Brothers Grimm Prize

Dr. Winfred P. Lehmann, a well-known scholar of Germanic languages and linguistics and Chairman of the Board of Trustees of the Center for Applied Linguistics, has become the first American to receive the Brothers Grimm Prize of Germany. The prize of 10,000 German marks is presented by the Phillips University of Marburg, Germany and is generally considered one of the world's most distinguished honors in the field of Germanic philology.

Dr. Lehmann, who is the Asbel Smith Professor of Linguistics and Germanic Languages at UTA, will receive his prize in May at a ceremony to be held in Marburg. Dr. Lehmann is the author of over 20 books and 75 essays dealing with various aspects of historical and descriptive linguistics. (See p. 5 of this issue for Dr. Lehmann's article on the recent visit of the delegation of American linguists to the People's Republic of China.)

UNIVERSITY OF IBADAN CONDUCTS LANGUAGE PROJECTS

The University of Ibadan, as part of its effort to stimulate interest in language and linguistics (especially sociolinguistics) in Nigeria, has in the past few years undertaken a number of language-related projects, focusing on such topics as language in education and society, multilingualism, language diversity, etc. The following provides brief descriptions of projects either currently operational at the University or recently completed.

• *Language in Education and Society in Nigeria: A Select Bibliography and Research Guide*. Under the joint sponsorship of the University of Ibadan and Laval University's International Center for Research on Bilingualism, this project's aim was to produce a bibliography on the sociolinguistic aspects of education intended primarily for researchers in and on Nigeria and West Africa. An introduction outlines the areas of research, and a list of authors of some 2,000 items, partially annotated as to their research content, is accompanied by an analytical index based on descriptors as well as by lists of journals, collections, and conferences on the range of subjects touched upon. The project was completed November 1974, and copies of the bibliography are now available.

• *Language Diversity in Nigeria. A Study of Language Maintenance and Standardization*. On the basis of a collection of a number of sociolinguistic indicators, principal investigators for this project will devise alternative systems of classification of Nigerian languages with a view toward determining their relative value in literacy and education. Since it is ob-

vious that not all of the 513 Nigerian languages can be useful for universal education and literacy in the country, a method of measuring the present power of each language and of determining the development of the language community must be a primary focus of the research.

• *Language and Education in Sub-Saharan Africa*. A comparative study of policies in language in education which will focus on the developmental decade of 1960-1970 as related to the newly independent nations of Africa. Research for this project should be completed by October 1976.

• *Study of Multilingualism in Primary Education in Nigeria*. Sponsored jointly by the University of Ibadan, the International Center for Research on Bilingualism, and the West African Linguistics Society, this project will investigate the present use of language by primary school students—both within and outside of the classroom environment. Research will focus on determining the different types of bilingualism that occur throughout the country so that advice may be given as to the development of mother tongues and other Nigerian languages as media of instruction and as to the possible transition to English as the teaching medium. A number of publications have or are soon expected to appear as a result of this research.

• *A Reader in Language and Education in Sub-Saharan Africa*. This project is sponsored by the International African Institute. The reader will essentially consist of a collection of authoritative short texts produced within the last century. Its purpose will be to illustrate the role in shaping

language policy and practice of missionary societies and individual missionary linguists and of colonial and post-colonial administrations as well as of individual linguists, education specialists, administrators, and international organizations and foundations. The reader is expected to be ready for publication by September 1975.

Further information on the above projects may be obtained from: Conrad Max Benedict Brann, Faculty of Education, University of Ibadan, Ibadan, Nigeria.

Centro de Linguística Aplicada Opens in Rio

The Centro de Linguística Aplicada of the Instituto de Idiomas Yázigí Sociedades Civil, based in São Paulo, Brazil, has opened a Rio de Janeiro branch. The major objectives of this new center will be:

• to disseminate the findings and results of research in applied linguistics undertaken in Brazil and abroad, primarily through roundtables, seminars, intensive courses, annotated bibliographies, and distribution of a newsletter to foreign language teachers. As part of its activities in this area, the Rio branch will co-sponsor the 8th Brazilian Seminar on Linguistics (dates to be announced).

• to serve as an official coordinating body for the application of the Yázigí Method (a foreign language teaching method developed by the Instituto) in the Rio school district.

The Centro de Linguística—Seção Rio will be directed by Therezinha Nunes Lopes and will initially offer courses such as Introduction to Applied Linguistics, Selected Problems in English Usage, English Pronunciation for Teachers, and Linguistic Theory and Its Uses in Native Language Teaching. As part of its opening activities, John B. Jensen (University of Virginia at Charlottesville) will present a lecture on "Frontiers of Sociolinguistic Research in Brazilian Portuguese." For further information on the above and other activities of the new branch write: CLA-Seção-Rio, Rua Dr. Satamini 69-A, Tijuca, Rio de Janeiro, G.B. 20000, Brazil.

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 nine times a year, monthly except June, July, and August. Editor: Allene Guss Grognet; Associate Editors: Marcia E. Taylor and Diane Bartosh. Annual subscription, \$4.50, air mail, \$9.50 (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.

Bilingual Association Elects New Officers

The National Association of Bilingual Education (NABE) has announced the results of its annual election of officers for 1975. Elected were: Albar Peña (President), Hernin Lafontaine (President elect), Toni Metcalf (Vice President), Juan Solis (Secretary), Pepe Barrón (Treasurer)

The NABE was formed in 1972 to meet the growing need for an organization which would be fully representative of U.S. professional educators and community members involved in bilingual education. The major objectives of the Association, as stated by its new President, are "to form a national unity representative of a national philosophy" and to serve as "a national clearinghouse for information on all facts of bilingual education." The clearinghouse functions of the Association should enable it to isolate areas in need of investigation and coordinate research efforts. The Association also plans to begin publication of a journal designed to disseminate information on recent U.S. developments in bilingual education.

Interim Report Issued on Developments of Gulf States Linguistic Atlas

An interim report on the Linguistic Atlas of the Gulf States (LAGS) project, covering the period from 1972-1974, has recently been issued by Lee Pederson of Emory University. The project, which is supported by a grant from the National Endowment for the Humanities and by Emory University, was initiated in 1969.

The *Development of the LAGS Project (1972-74)*. The research has accelerated considerably during the past 24 months. A training program for interviewers and scribes was offered in the summers of 1973 and 1974, the fieldwork has been extended across the eight-state region (Alabama, Arkansas, Florida, Georgia, Louisiana, Mississippi, Tennessee, Texas), and the problems of data processing have been reconsidered.

The *Format and Composition of the Atlas*. The organization of basic materials for publication (by 1980) includes plans for a handbook that will aim for the excellence of the New

TESOL CONVENES IN LOS ANGELES

The 9th Annual TESOL Convention will take place in Los Angeles March 4-9, 1975. This year's meeting stresses activities that are practical and relevant to teaching, with presentations being made by teachers for teachers.

For the first time, TESOL has designated program space for presentations by its Special Interest Groups. Topics to be covered by these Groups include: (1) English as a Foreign Language in Foreign Countries, (2) English as a Foreign Language for Foreign Students in the U.S., (3) English as a Second Language for U.S. Residents in General, (4) English as a Second Language in Bilingual Education, (5) English as a Second Language in Adult Education, (6) Standard English as a Second Dialect, (7) Applied Linguistics (chaired by Bernard Spolsky).

The general sessions will undoubtedly be of interest to linguists, although they are geared more toward people whose major interest and work is language learning and teaching. Highlights include "A Dialogue on ESL and Bilingual Education," James Alatis, Georgetown U and Albar Peña, U Texas at San Antonio, "The Creative Construction Process in Language Learning and Language Teaching,"

Heidi Dulay, SUNY at Albany and G Richard Tucker, McGill U, "Insights into Adult Language Learning and Teaching Through Errors," Jack Richards, RELC, Singapore and Carol Kiparsky, Cambridge, MA, "Non-verbal Crosscultural Communication," Grace Holt, U Illinois at Chicago Circle and Carmen Judith Nine-Curt, U Puerto Rico, and "Language, Culture, and Self-Esteem," Samuel Betances, Northeastern Illinois U.

Again this year, TESOL will be conducting preconvention workshops to provide in-depth treatment of specific areas of concern. Particular sessions of interest are: (1) Controversy in Linguistic Theory and its Relevance to Alternatives for Foreign Language Teaching and Methodology, (2) Second Language Acquisition; (15) Acquisition of Spanish and Development of Spanish Language Materials for Young Children, (32) Designing Bilingual/Bicultural Programs and Developing Curricular Materials for Asian-American Students, (33) Programmed Learning and Practice Teaching for Training ESL Teachers, Paraprofessionals, and Tutors; and (35) Meeting the Needs of Children with Diverse Linguistic and Cultural Backgrounds.

England text, the second edition, with its index of all words and phrases recorded in the Atlas. In the LAGS project, this means all words and phrases transcribed in the field books, i.e. protocols. The handbook will also serve as a guide to the double set of microcards. These will include the contents of the 700 protocols as recorded by LAGS scribes, one set will duplicate the format of the protocols in order to provide for a convenient study of separate idiolects; the second set will be arranged according to protocol pagination to provide for convenient study of specific items across the entire Gulf-states territory.

This publication of the protocols will give every individual purchaser—whether student or institution—all of the information available to the editors. Since the composition of phonological, grammatical, and lexical studies will require considerably more time, it seems best to publish the basic materials at the earliest possible date.

Ford Signs New Indian Education Act

Upon signing into law the Indian Self-Determination and Education Assistance Act (P.L. 93-638), President Ford deemed it a "milestone for Indian people." Designed to enhance Federal efforts to implement its policy of Indian self-determination, the Act gives Indian tribes the right to operate many of the Federally-aided programs affecting them. In order to implement the new policy, the law authorizes the Bureau of Indian Affairs to make grants to tribal organizations to help them develop the necessary expertise among potential Indian workers so they can operate their own education programs.

Title II of the Act amends the government's basic aid-to-the-Indians legislation by providing Indian communities with the opportunity of approving or disapproving the use of funds for children in public schools.

The Ford Foundation is offering a limited number of fellowships for field research in Africa and the Middle East which are designed to expand opportunities available to Afro-Americans for pursuing academic careers related to the two regions.

Applications will be accepted from individuals presenting proposals at both the pre and postdoctoral levels. Persons pursuing academic programs in graduate faculties of arts and sciences as well as professional schools may also apply. Applicants are not required to be specialists on either Africa or the Middle East.

The purpose of the program is to provide opportunities for extended research and training experience in an overseas setting. Fellowships will normally be awarded for projects requiring a period of up to 12 months in the field, but projects of shorter duration will also be considered. Stipends will differ according to country, but will include transportation costs and maintenance allowance for Fellow and dependents as well as some of the expenses related to undertaking overseas research.

Applications should be submitted by March 15, 1975, with awards to be announced by April 30, 1975. Request application forms from Middle East and Africa Field Research Fellowship Program for Afro-Americans, Ford Foundation, 320 E 43rd St, New York NY 10017

The U.S. Office of Education (USOE) has announced the availability of grants under Title IX, ESEA—The Ethnic Heritage Studies Program. Strong proposals on any one (or combination thereof) of the following three project categories are encouraged. (1) *Develop curriculum materials* for use in elementary or secondary schools or institutions of higher education. Projects should relate to the culture of the ethnic group(s) with which the program is concerned, and the contributions of that group(s) to American heritage in such areas as language or general culture (among others). (2) *Disseminate such curriculum materials* to permit their use in elementary or secondary schools or institutions of higher education. (3)

Provide training for people using, or preparing to use, ethnic heritage curriculum materials developed under the Act whether or not such materials were developed by the applicant

Programs assisted by the Act are required to be conducted in consultation with an advisory council which is representative of the ethnic group(s) with which the project is concerned. The deadline for receipt of proposals is March 21, 1975. Delays may occur for various reasons, but USOE advises applicants to regard this deadline as final. Guidelines and applications are available from: Ethnic Heritage Studies Branch, Div of Internatl Ed, USOE, 400 Maryland Ave SW, Washington DC 20202.

The National Science Foundation has a Scientific Research Project (SRPS) program which provides a broad base of support for fundamental research in all fields of science, including various aspects of linguistics and its related fields. Most grants awarded under this program are for basic research, although work of a more applied nature may be considered. Support may also be extended for research workshops, symposia, and conferences as well as for the purchase of scientific equipment.

Grants are normally awarded for projects lasting up to 24 months, with approval for periods of up to 60 months contingent upon availability of funds and satisfactory progress of research. Institutions are required to share the cost of any unsolicited research project which gains NSF support.

The principal recipients of support under this program are academic institutions and institutions closely associated with advanced research training. In some cases, grants may be awarded to individuals. Projects are expected to be confined to a single disciplinary area, although some cross-disciplinary research may be supported.

Proposals may be submitted at any time, provided research is scheduled to begin no sooner than 6 months after submission. Guidelines for submitting proposals may be obtained from Division of Social Sciences, NSF, Washington DC 20550.

The Division of Extramural Research Programs of the National Institute of Mental Health (NIMH) awarded 1,329 research grants in fiscal 1973. Eighteen of these were for research in linguistics and related areas, for a total of \$976,834. The following list includes the investigator, institution, title, and amount for each such linguistic research grant.

- Alexander, Christopher W. University of California at Berkeley. *Environmental Pattern Language*. \$56,768.
- Deese, James E. University of Virginia. *Psycholinguistic Investigations* \$20,283.
- Ferguson, Charles A. Stanford University. *Processes of Cultural, Lexical Change*. \$4,228.
- Fox, James J. Harvard University. *Formal Systems of Dyadic Languages* \$28,863.
- Garvey, Catherine J. Johns Hopkins University. *Varieties and Functions of Early Social Speech* \$24,257.
- Gleitman, Henry G. University of Pennsylvania. *The Acquisition of Linguistic Structure* \$104,359.
- Gumperz, John J. University of California at Berkeley. *Language-Behavior Research Laboratory* \$80,494.
- Halle, Morris. Massachusetts Institute of Technology. *The Study of Language* \$274,626.
- Harris, Zellig S. University of Pennsylvania. *Objective and Subjective Components of Grammar*. \$75,873
- Jenkins, James J. University of Minnesota. *Studies of Speech Perception and Recognition* \$24,779.
- McLendon, Sally. Hunter College. *Cultural Patterning of Information in Discourse* \$33,913.
- Mitchell-Kernan, Claudia I. Harvard University. *The Acquisition of Sociolinguistic Skills by Children*. \$50,127.
- Nelson, Douglas L. University of South Florida. *Words as Sets of Features Coding Phonological Cues*. \$20,961.
- Osgood, Charles E. University of Illinois. *Studies on Comparative Psycholinguistics*. \$81,332.
- Premack, David. University of California at Santa Barbara. *Language and Infra-human Primates*. \$48,605
- Sherzer, Joel F. University of Texas at Austin. *Ethnographic Patterns of Speech*. \$5,285.
- Smith, Edward E. Stanford University. *Visual and Semantic Processing of Letters and Words*. \$29,876.
- Williams, Robert L. Institute of Black Studies. *Conference on Language Development in the Black Child*. \$11,986.

AMERICAN LINGUISTS VISIT CHINA

by W.P. Lehmann

[W P Lehmann is Professor of Linguistics, University of Texas at Austin He was Chairman of the Linguistics Delegation to the PRC]

The American Linguistics Delegation (see LR, Vol. 16, No 7) began its visit in the People's Republic of China on Wednesday, October 16 The Delegation had assembled in Tokyo and held a planning session there, which supplemented the earlier organizational meeting of June 26-27 in Washington On its arrival in Peking it was plunged into a strenuous program of activities, designed to provide information on its major areas of concern.

While its schedule the first full day does not represent the daily program, it was by no means atypical Shortly after breakfast the Delegation was taken to the Peking Language Institute During the morning we were informed by the Director about the aims, policies, and current activities of the Institute, then we observed a class, toured the reading-room, visual aids rooms, and other parts of the campus After an ample meal in the Institute at noon, we heard two lengthy presentations, one on the "Principles of Teaching Chinese as a Foreign Language," the other on "Development and Changes of the Chinese Vocabulary" These went on until five, and accordingly the Delegation decided to have a discussion in the evening, after returning to the hotel. The discussion began about 7:30 and continued almost to 10 Since the members of the Delegation had not become adjusted to the twelve-hour difference in time, contributions became more and more subdued until the Director decided to adjourn the meeting

Friday involved only a half-day of work, in the morning the Delegation visited a middle school, and in the afternoon the Summer Palace on the outskirts of Peking, ending the day with a new film Saturday morning was again devoted to sight-seeing, with a visit to the Temple of Heaven; but in the afternoon we went to a commune. After seeing the Great Wall and the Ming Tombs on Sunday, we had another full day on Monday at the Central Institute for Nationalities. A visit was scheduled for the city counter-part of a commune, a "street," on Tuesday afternoon As in the commune, we spoke with representatives of the population, visited the health center and the nursery school, like the "peasants" of the commune, the "workers" in the street answered the numerous questions of the Delegation members with no hesitation. These and subsequent visits were in keeping with the Delegation's request for opportunities to observe the speech of the citizens of the PRC

Wednesday was another three-session day. We spent from 8 a m to 6.30 p m at Peking University, and barely had time for a quick supper before members of the Central Institute for Nationalities arrived to continue the Monday discussion Fortunately our two remaining days in Peking were less packed, the high point of this period was a full and informative afternoon with members of the Committee for Language Reform After cocktails with the newly arrived American Ambassador George Bush late Friday afternoon, and a dinner hosted by the Delegation in honor of our new friends, we left by train early Saturday for the south

Our second full week was devoted largely to learning about language and social activities in the provinces, from a highly acclaimed reclamation project, the Red Star

Canal, through Zhengzhou, Sian, and Yanan On Sunday, November 3, we flew to Shanghai, for visits to approximately the same kinds of institutions we had seen in Peking: a primary and a middle school, a school for the deaf, the Shanghai Foreign Language Institute, Shanghai Normal University, and Fudan University On Saturday, November 9, we flew to Canton, the shorter period there provided only time to become acquainted with the elementary schools and Zhongshan University After flying back to Peking on November 12, we left for Tokyo on the 13th. There the members of the Delegation began to go their separate ways, until December 14-15, when we had a wind-up session in Washington to complete plans for a report. This will be published by the University of Texas Press, scheduled for late April, under the title *Language and Linguistics in the PRC*

The book will present the findings of the Delegation in compact form Here there is space for little more than a brief summary. The longest chapter will discuss the standard language, Putonghua, and the activities being carried out for its use throughout the country. This effort is highly impressive for the careful planning, for the steps which have been taken to teach Putonghua to speakers of diverse dialect backgrounds, and for the success which has been achieved Because of the care exercised in dealing with the various problems of language planning and because of the accomplishments, the Chinese effort to introduce a common language throughout the country ranks among the most impressive of the various such programs which have been undertaken

The principles developed in language reform, and the teaching of languages—Chinese as well as foreign—are discussed The extent of English teaching surprised the Delegation, for example, in the Peking middle school we visited, 39 of the 41 classes into which the 2200 students were divided were studying English as their foreign language. The remaining two classes, at the senior level, were studying Russian Besides the widespread teaching of English, its success was impressive, not least because of the excellent pronunciation of students who were not being taught by native speakers of English

Lexicography in the PRC, as a further chapter notes, faces numerous problems, such as the task of providing definitions for a changing vocabulary in a changing society. For in lexicography, as in all academic pursuits, the official Marxist-Leninist-Maoist ideology must be represented When one considers that the "movement to criticize Lin Biao and Confucius" was inaugurated only about a year ago, it is not unduly difficult to contemplate problems involved in defining key political and philosophical terms, and then producing an accepted dictionary.

Like other academic pursuits, linguistics in the PRC is highly pragmatic as applied to such areas as teaching the deaf, developing improved writing systems and publications for the non-Han languages as well as for Putonghua At least for the present, little attention is given to theoretical matters, to experimental research, or to historical linguistics. Yet the study of ancient documents accompanying the criticism of Confucius and the acceptance of the Legalists has resulted in increased attention to Ancient

See China - 11, Col 2

news briefs

The 1st Salzburg International Child Language Colloquium was held December 6-8, 1974 at the University of Salzburg. The colloquium brought together scholars representing a variety of viewpoints on child language and dealt with such topics as phonology, syntax, semantics, communicative competence, and second language acquisition. The colloquium proceedings, in German and English, will be published at Tubingen under the title *Des Ersten Internationalen Salzburger Kolloquium über Kindersprache*, edited by Gabarell Drachman of the University of Salzburg. Inquiries as to the availability of these proceedings should be addressed to Dr. Drachman.

The U Minnesota's Immigration History Research Center has awarded a research grant to Robert Di Pietro, professor of linguistics, Georgetown U. Di Pietro's project deals with the use of standard Italian, Italian dialects, and Italian-English pidgins by immigrants from Italy at the beginning of the 20th century.

The school district of St. Paul, MN has been awarded a \$205,780 grant from the U.S. Office of Education for a bilingual education project. The money will be used either to expand or create bilingual/bicultural programs at five elementary schools located in the part of St. Paul where the largest Spanish-speaking population in Minnesota resides.

Papers presented at the 3rd International Congress of Africanists (December 1973) have been released by the African Studies Association. A complete set, xerox or microfilm, is available for \$150.00. Single Xerox copies of papers may be purchased for \$3.00 from: African Studies Association, 218 Shiffman Humanities Center, Brandeis U, Waltham MA 02154. Papers of particular interest to linguists include: 111-31-"le français en Ethiopie," by Aleme Eshete; 111-42-"East African Folklore Studies, Past and Present," by Lee Haring; 111-50-"Apophony and Grammatical Tone in the Tense System of Chadic Languages," by H. Jungraithmayr; 111-81-"The Modernization of Education in Uganda," by Dent

meetings and conferences

- April 2-5 International Association of Teachers of English as a Foreign Language London, England.
April 3-5 Annual Central States Conference on the Teaching of Foreign Languages St. Louis, MO
*April 3-5 Symposium on Cultural Identity and Francophony, 2nd Halifax, Nova Scotia [See LR, 17 3, p 10]
April 3-6 International Conference on Computers and the Humanities Los Angeles, CA
April 4-5 Kentucky Interdisciplinary Conference on Linguistics Richmond, KY
April 4-6 Child Language Research Forum, 7th Stanford, CA
April 5-13 International Celtic Congress, 5th Penzance, England
April 6-7 European Linguistics Society Meeting, 9th Nottingham, England
April 6-8 Linguistics Association of Great Britain Meeting Nottingham, England
April 8-11 Acoustical Society of America Austin, TX
April 10-12 College English Association, 6th Atlanta, GA
April 10-12 Northeast Conference on the Teaching of Foreign Languages New York, NY
April 10-12 Southwest Areal Language and Linguistics Workshop, 4th San Diego, CA
April 11-13 American Oriental Society Columbus, OH
April 11-13 Conference on African Linguistics, 6th Columbus, OH
April 17-20 Chicago Linguistic Society, 11th Chicago, IL [See LR 17 3 p 10]
April 18-19 Pacific Northwest Conference on Foreign Languages, 26th Vancouver, BC, Canada
April 20-26 Council for Exceptional Children Los Angeles, CA
April 23-26 International Communication, 9th Chicago, IL
April 24-26 University of Kentucky Foreign Language Conference Lexington, KY
April 25-27 CATESOL Conference Santa Barbara CA
May 2-10 National Conference on the Application of Mathematical Models and Computers in Linguistics, 1st Varna, Bulgaria
May 3-4 California Linguistics Association Conference, 5th San Jose, CA
May 7-9 Annual Congress of the French-Canadian Association for the Advancement of Sciences, 43rd New Brunswick, Canada
May 7-11 National Association for Foreign Student Affairs Washington, DC
May 13-16 International Reading Association New York, NY
May 15-17 Canadian Applied Linguistics Association Ottawa, Canada
May 16-17 Minnesota Regional Conference on Language and Linguistics Minneapolis, MN

Ocaya-Likidi: 111-92-"A Diachronic Analysis of Amharic Vocabulary on the Basis of V R Prutsky's Manuscript," by Z Polacek, and 111-125-"The Indigenization of English. Rhetoric in Modern Nigerian Literature," by Robert M. Wren.

The Education Commission of the States (ECS) has published the *Index to the Education Amendments of 1974, A Report to the States*. Available for \$3.00 a copy, the *Index* contains a summary of significant features of the new and revised legislation, a primer on the authorizations and appropriations, and an explanation of guidelines and regulations. Write: ECS, Suite 300, 1860 Lincoln St, Denver Co 80203

The ERIC Clearinghouse on Rural Education and Small Schools has made available *Culture, Psychological Characteristics, and Socioeconomic Status in Educational Program Development for Native Americans*. This brief monograph by Will Antell (Harvard University) discusses how present information on Native American education can be used to initiate program

development. It is addressed to educators who have primary responsibility for developing curriculums or educational programs that will serve Native American students. A brief bibliography is included. For sale at \$4.00 each, copies may be obtained from: National Educational Laboratory Publishers, Inc., 813 Airport Boulevard, Austin, Texas 78702.

The University of Nevada-Reno will sponsor a Basque Studies Summer Session from June 25-August 15, 1975 (tentative). The program will be conducted in the Basque country and will offer both elementary and advanced Basque language study. It will also include an introduction to Basque linguistics. Interested persons should write: Basque Studies Program, University of Nevada Library, Reno, Nevada 89507.

The Iranian Embassy has recently published *A Selected and Annotated Bibliography of Persian Textbooks*. The first in a series of pamphlets designed to enhance American knowledge of the various aspects of Iranian

meetings and conferences

- May 20-23 Annual International Bicultural-Bilingual Conference 4th Chicago IL
 May 22-23 Illinois Conference on Bilingual/Bicultural Education Chicago, IL
 May 26-27 Canadian Association of Semiotics 4th Edmonton Alberta Canada
 May 26-29 Canadian Linguistic Association Edmonton Alberta, Canada
 June 6 Conference on Language Learning Flushing NY
 June 10-13 Workshop on Theoretical Issues in Natural Language Processing Cambridge MA
 June 19-20 Friends of Uto-Aztecan Conference 3rd Flagstaff, AZ
 June 20-August 16 Indiana University Slavic Workshop Bloomington, IN
 June 23-August 29 Linguistic Society of America Linguistic Institute 45th Tampa FL
 June 25-28 International Conference of the Association of Teachers of English to Speakers of Other Languages, 2nd Dublin Ireland
 *June 30-August 1 Teaching of English for Science and Technology Institute 1st Seattle WA
 July 16-20 Colloquium on Hispanic Linguistics 2nd Tampa FL
 July 25-27 Linguistic Society of America Summer Meeting Tampa FL
 July 28-30 North American Sumitica Colloquium Tampa FL
 July 30-August 6 International Conference on Methods in Dialectology 2nd Prince Edwards Island, Canada
 July 30-August 13 German-English Linguistic Institute Exeter England
 *August 4-5 International Congress of Germanic Studies Cambridge England
 August 14-18 International Conference on Salishan Languages 10th Ellensburg, WA
 August 17-23 International Congress of Phonetic Sciences 8th Leeds England
 *August 25-29 American Sociological Association San Francisco CA
 August 25-29 International Congress of the International Federation of Modern Languages and Literatures 13th Sydney Australia
 August 25-30 International Congress of Applied Linguistics 5th Stuttgart West Germany
 *August 30-September 3 American Psychological Association Chicago IL
 *September 15-17 British Association of Applied Linguistics York, England [Write Marv J Willes Secretary BAAL, West Midlands College of Education, Gorway Walsall, Staffordshire, England]

*Indicates first listing for conference. Complete details on all other entries in the above list will be found in previous issues of the I.R.

culture and civilization, the bibliography also includes bilingual dictionaries, selected Persian literature, poetry, and proverbs in translation. Copies may be obtained by writing: Ibrahim V. Pourhadi, Cultural Department, Imperial Embassy of Iran, Washington, D.C.

The Council for International Exchange of Scholars has recently published the *1974-75 Directory of Visiting Lecturers and Research Scholars*. The publication contains approximately 500 names of scholars visiting the U.S. under the sponsorship of the Fulbright-Hays program. Of the various disciplines represented, there are 195 in the humanities, social sciences, and education—48 of whom are in language and literature. More information on the visiting scholars and a free copy of the *Directory* may be obtained from: Council for International Exchange of Scholars, 2101 Constitution Avenue, N.W., Washington, D.C. 20418.

Joan Rubin of the East-West Center (Honolulu) is planning to publish a

language planning newsletter. Published under the auspices of the Center, the newsletter will feature articles on language planning activities: lists of meetings, conferences, seminars, and workshops of interest to language planners; descriptions of research in progress on language planning; book notices and reviews on language planning; lists of articles of interest to language planners; and other items which may be of use. The newsletter will be co-edited by Björn Jernudd. The editors welcome news of all kinds. To receive a free copy write: Joan Rubin, Visiting Researcher, The East-West Center, Honolulu, Hawaii 96822.

The Faculty of Letters of the University of Phnom Penh is seeking donations of used and new books dealing with any aspect of linguistics. They are attempting to build a linguistic collection, but since their library has no funds for purchasing books, they are dependent on donations. Those desiring to make such donations should write: Ly Kim Long, Dean, Faculty of Letters, University of Phnom Penh, Khmer Republic.

book notices

African Language Structures, by Wm E Welmers Berkeley, University of California Press, 1973 xi, 488 pp \$20 00

This work surveys a wide range of structural characteristics, both phonological and grammatical, of the languages of sub-Saharan Africa. The author has organized the volume by linguistic topic, providing extensive discussions of tonal systems in languages from all of the sub-Saharan area, of noun classes and concord in the Bantu and other Niger-Kordofanian languages, and of the varieties of verbal constructions found in representative languages.

The emphasis in this volume is on the organizations of language data rather than on the technicalities of theoretical linguistics. The material is presented in such a way that students working on the analysis of other languages can be guided in their procedures, the author suggests not only what types of structures may be expected, but also how they may be discovered and described.

Lexical Reconstruction: The Case of the Proto-Athapaskan Kinship System, by Isidore Dyen and David F Aberle London, Cambridge University Press, 1974 xx, 498 pp \$27 50

In this book, lexical reconstruction is used to provide links between cultural and social anthropology and linguistics. The Athapaskan language family has members in Alaska, Western Canada, the west coast and southwest US, and Oklahoma. The authors use the kinship terminology of existing Athapaskan languages and dialects to provide a lexical reconstruction of the kinship terminology of the mother language, Proto-Athapaskan, which existed perhaps 1,500 or more years ago.

A central contribution of the work is the explicit delineation of the method used in lexical reconstruction to arrive at the likeliest inferences about the meanings of protolexemes. Other methodological contributions include a method for inferring features of social organization from the distribution of these features among existing groups, and the use of discontinuous distributions of kinship systems of sets of Athapaskan dialects as keys to the understanding of terminological change and differentiation.

From Signs to Propositions: The Concept of Form in Eighteenth-Century Semantic Theory, by Stephen K Land (Longman Linguistics Library, 16) London, Longman, 1974 viii, 202 pp \$8 40

This book examines the development of

See Books - 9, Col 2

CAL RESEARCH REPORT: 2

A Study of Cross-Cultural Communication Between Blacks and Whites in the U.S. Army

by Orlando Taylor
and Dianna Ferguson

[Orlando Taylor is a senior staff member and Dianna Ferguson is a research assistant at CAL.]

From March through November of 1974, the Center for Applied Linguistics conducted research for the Army Research Institute for the Behavioral and Social Sciences (ARI) on specific verbal and nonverbal sources of communication problems between blacks and whites in the U.S. Army. Special reference was made to the problems which lead to misinterpretations and social offensiveness. Members of the research team included: Orlando Taylor (principal investigator), Leo Min, Arthur Spears, Paul Stoller, David Woods, and Dianna Ferguson.

Cultural and racial groups in the United States share a large core of values and behaviors; yet, each group's cultural and linguistic patterns may differ enough for various communication problems to result from misinterpretations of what is meant by a verbal or nonverbal act. Some communication problems may result from different standards of appropriateness—*vis a vis* communicative behavior in a specific social or professional situation, while other communication problems may stem from negative attitudes one group holds toward the communicative behavior of another. These problems may be aggravated when people are unaware of how differences in rules, expectations, or attitudes may interfere with the effectiveness of communication or, perhaps more seriously, when people are not aware that different norms are being employed. While many of the types of communication problems discussed above may be relatively minor in and of themselves, their repeated occurrence may create major barriers to inter-ethnic harmony in that they create or sustain an atmosphere of animosity or mutual distrust which prevents the resolution of intercultural conflicts which might otherwise be resolved.

METHODOLOGY

The research methodology consisted of interviews, field observations, and the construction and administration of a Cross-Cultural Communication Questionnaire. Four Army posts (located in a South-Atlantic state, a Mid-Atlantic state, a Southwestern state, and a Pacific state) were visited and data were obtained from approximately equal numbers of blacks and whites of all ranks.

The interview protocol was constructed in such a way that information was elicited as indirectly as possible. Data were reduced and prepared for statistical analysis by classifying the types of frequently occurring responses by type, Ss' reaction to various communicative acts, and the social situations in which the acts occurred. Cross-tabulations were computed so that chi-square could be statistically applied.

On the basis of interview data, observation sites were selected on each post and in their surrounding communi-

ties. Typically, they included bowling alleys, cafeterias, service clubs, etc. The observation protocol consisted of: (1) pre-observation site viewing, (2) participant observations, and (3) preparation and comparison of observation notes.

These data were combined with those from interviews to determine the areas in which black-white communicative behavior was offensive to members of the opposite racial group. As a means of cross-tabulating the information, a Cross-Cultural Communications Questionnaire (CCCQ) was developed and administered to 557 Ss. All CCCQ statements were based on what whites and blacks expressed during interviews with respect to actual and potential cross-racial communication problems. Nine major problem areas were identified, six in verbal behavior and three in nonverbal behavior. The verbal areas were: (1) dialect features, (2) paralanguage, (3) conversational topics, (4) discourse rules, (5) conversational rules, and (6) speech acts (pragmatics). Nonverbal areas were: (1) proxemics, (2) haptics, and (3) kinesics.

RESULTS AND CONCLUSIONS

The results of the research were consistent with the research hypothesis. They were:

1. Within nonverbal specific behaviors, whites tend to react more to black behaviors than vice versa. For blacks, various touching behaviors appear to be most offensive. For whites, various types of hand usage like the "black handshake" are most offensive.
2. Within nonverbal general behaviors, white soldiers again seem to react negatively to black behavior more often than do blacks to white behavior. In general, blacks react most negatively to white nonverbal behaviors which group together under the general category *unfair treatment*. Whites tend to react most negatively to blacks dating white women.
3. With respect to dialects, whites again tend to find more black behavior offensive than the reverse. In general, blacks are most offended by whites with southern speech, while whites are most offended by black slang. With respect to paralanguage components of dialects, whites often consider blacks as talking too loudly, and in some cases, too rapidly.
4. The category topics is one of the very few in which blacks indicate more negative reactions to white communicative behavior. In general, blacks are irritated by topics which are perceived as being related to racism, while whites are bothered more by accusations of prejudice.
5. In speech acts, whites are more disturbed by black behavior than vice versa. Specifically, whites are most concerned by what is perceived to be excessive use of profanity by blacks. Blacks are most irritated by some of the ways whites give advice and orders, particularly when

See Research—11, Col 1

linguists wanted

International Voluntary Services has positions open in Algeria for ESOL teachers with classroom teaching experience MA degree required for University Post. BS required for Lycée teachers Applicants must be fluent in French and willing to commit themselves for a period of two years Send resumé to International Voluntary Services 1555 Connecticut Ave. NW Washington DC 20036

The Department of Linguistics at the U of Kansas will have an opening for a specialist in American Indian Languages starting Fall 1975 Candidates must have a PhD and a strong background in North American Indian languages as well as the ability to teach basic courses in phonology and syntax Send letters of application and curriculum vita to David A Dinneen, Chmn Dept of Ling U of Kansas, Lawrence KS 66045

Ashland Coll is now considering applications for the following positions (1) teachers with an MA in teaching English as a second language with preference for those with some foreign language teaching background beginning March/June and August 1975 (2) teacher with at least an MA in either Spanish or German beginning August 1975 Send applications to IR Christian Chmn Dept of Foreign Langs Ashland Coll Ashland OH 44815

The Ling Dept at Brown U has a temporary opening for an Inst or Asst Prof to teach lang and lit in its Chinese prog Candidates should be fluent in Northern Mandarin and experienced in teaching Chinese PhD or equivalent required Write James J Wrenn Box E, Brown U Providence RI 02912

The U Pittsburgh is accepting applications for two positions in the Dept of Gen Ling (1) Theoretical Linguist at the asst prof level with special interest in Spanish and (2) Linguist at the asst prof level whose primary interests are psycholinguistics and first and second language acquisition PhD required, desirable for second position Write Christina Bratt Paulston Acting Chmn Dept of Gen Ling U Pittsburgh Pittsburgh PA 15260

The Ling Dept of Georgetown U is considering two possible openings for the Fall of 1975 Applications are solicited from candidates with a good general formation in linguistics and the ability to teach at all levels In addition specialization in (a) syntax/semantics (b) phonology/acoustics (c) historical linguistics is desirable Applications should be addressed to Chmn, Dept of Ling Georgetown U Washington DC 20007 Consideration of applications received after March 31 1975 cannot be guaranteed

The Department of Linguistics at Brown University has an opening for an assistant professor, beginning September 1975 Applicants should have a PhD in linguistics and should be familiar with current linguistic theory and methods Familiarity with a non-Indo-European language desirable Send vita to WN Francis Chmn

Dept of Ling, Box E, Brown U, Providence RI 02912

Note to LR Readers . . .

Beginning with the April 1975 issue, *The Linguistic Reporter* will institute a fee for listings of positions available at institutions. \$10.00 will be charged for each listing. Payment may accompany entry or the school or department can be invoiced for that amount. Colleges and universities desiring to advertise their openings in the *LR* should submit their entries to the Editor by the fifth of the month preceding the month of publication. As has been our policy, *The Linguistic Reporter* will not accept listings from individuals seeking positions, and reserves the right to edit all position descriptions.

BOOKS— from page 7

the concept of form in semantics which occurred in the period between Descartes and the mid-nineteenth century and traces the idea of form in the writings of logicians and critics as well as the more direct ancestors of modern linguistics, including Locke, Berkeley, Monboddo, Leibniz, Vico, Burke, Hartley, and Boole

Semantico-Syntax, by Frans Liefvink (*Longman Linguistics Library*, 15) London, Longman, 1973 x, 178 pp \$7.50

The aim of this book is to demonstrate that constituent categories such as Noun Phrase and Verb Phrase are purely surface-syntactic and cannot be used to describe semantico-syntax The author proposes that a grammar assign a semantico-syntactic description in terms of features (such as "causative" and "locative") and a simultaneous surface-syntactic description in terms of feature markers. He advances his "concertina hypothesis," which is designed to overcome the inadequacies of traditional generative grammar and to provide a basis for a description of English in which lexis, grammar, and semantics are integrated

Although Liefvink generally accepts that

deep syntax and semantics are one and the same, his interpretation of the nature of deep semantico-syntax and of the place and function of transformations differs from that of other linguists

On Raising: One Rule of English Grammar and its Theoretical Implications, by Paul M Postal (*Current Studies in Linguistics*, 5) Cambridge, Mass., MIT Press, 1974 xvi, 447 pp \$12.50

This book supports the claim that English contains a rule of Raising—a rule that has the function of taking the complement subject noun phrase in certain complement constructions and reassigning it as a constituent of the main clause The author presents numerous arguments that Raising produces derived objects In the course of his discussion he also considers various other theoretical and descriptive consequences of, and questions raised by, the existence of Raising Some of the topics discussed include: the interaction of Raising with the principle of cyclic application, the possibility that Raising in English is a special case of a rule of universal grammar, the relation between Raising in clauses and in nominalizations, and the question of whether the proper formulation of Raising might not involve reference to grammatical relations

Complete Word-Indexes to J. van den Vondel's *Bes piegelingen van Godt en Godis dienat and Lucifer*, by P K King (*Publications of the Literary and Linguistic Computing Centre*, 2) London, Cambridge University Press, 1973 viii, 594 pp \$35.00

Contains a complete word-index, a ranking list of frequencies, a reverse index, and a rhyming index to two of van den Vondel's best known works—one a long verse work, the other a play Because of such considerations as length and difficulty of computer programming, the author has provided a word-index rather than a line concordance

External History of the Romance Languages, by Robert A Hall, Jr (*Foundations of Linguistic Series*) New York, Elsevier Publishing Co., 1974 xiii, 344 p \$16.50

This work chronologically traces the development of the Romance languages as a language family from early Latin times to the present It also contains a comparative morphology of the external history of any group of related languages.

The author explains how the use of Latin as both a literary and a colloquial language led to the development of certain dialects which in turn became national standard languages The social, political, economic, and technological factors which effected changes in these languages is explored in-

See Books—11, Col 1

The 26th Annual Georgetown Round Table will be held March 13-15, 1975 at Georgetown U. The focus of this year's conference is "Developmental Psycholinguistics Theory and Applications." Four plenary sessions will cover (1) Children's Language Acquisition: Linguistic and Psycholinguistic Theory, (2) Children's Language Acquisition and Communicative Disorders, (3) Developmental Psycholinguistics and Second-Language Learning; and (4) Developmental Psycholinguistics and Education. In addition to these sessions there will be Interest Groups to explore more informally the possibility of cooperation between linguistics as it may be applied to foreign language teaching, computation, language planning, and other fields. Presentations will be made by James E. Alatis, Georgetown U; Robert J. Di Pietro, Georgetown U, Charles W. Kreidler, Georgetown U, Charito Krivant, Advisory and Learning Exchange; Robert Lado, Georgetown U, Ross Macdonald, Georgetown U; Jack R. Mills, Children's Hospital Medical Center, Washington, DC; Richard T. Thompson, USOE Institute of International Studies; and Michael Zarechnak, Georgetown U. Registration material is available from Daniel P. Dato, Chmn, Georgetown Round Table, Georgetown U, Washington DC 20007.

The 2nd Symposium on Cultural Identity and Francophony in the Americas will be held April 3-5, 1975 at Dalhousie University in Halifax, Nova Scotia. The symposium format will consist of plenary sessions and workshops focused on the following themes. (1) The teaching of French in a multilingual setting in the Americas, (2) Problems of utility and motivation in the maintenance of French varieties in the Americas, (3) Ethnopolitics in West Indian literature of French expression and Québécois and Acadian literatures. The plenary session speakers and workshop discussants will include a number of noted specialists in such fields as linguistics, language planning, and language teaching. For a detailed program write Hans Runte, Dept of French, Dalhousie U, Halifax, NS Canada.

The Chicago Linguistic Society will hold its 11th Regional Meeting April 18-20, 1975. Papers on all topics of general linguistic interest are invited. Additionally, the Society will hold a parasession on functional explanation in linguistics on April 17th. Being held in connection with the larger meeting, the parasession will feature paper presentations and six one-hour talks on functionalism. Papers are invited on functional approaches to any problems of general linguistics. The deadline for submission of abstracts for both meetings is March 3, 1975. Submit eight copies to: Abstracts, CLS, Goodspeed 205, 1050 East 59th St, Chicago IL 60637.

A Workshop on Phonology Archiving will be offered by Stanford U in its 1975 summer session. The 8-week workshop will be conducted by staff of Stanford's computer-based Phonology Archive to provide training in linguistic archiving and in the format and procedures of the growing Stanford Archives. Participants will practice encoding for the Archive and will design and carry out retrieval studies. Limited number of stipends available. For information write Marilyn Vihman, Phonology Archive, Committee on Linguistics 101-E, Stanford U, Stanford CA 94305.

The First Annual Summer Institute on the Teaching of English for Science and Technology (EST) will be held June 30-August 1, 1975 at U of Washington. The principle aim of the Institute is to assist teachers of English as a Second Language to teach the English of Science and Technology to non-native speakers. It is designed primarily for those teachers who wish to learn how to deal with the reading and writing problems of their students in scientific or technical fields at secondary or advanced levels. Selective samples of topics to be covered include: creating EST teaching materials, use of linguistics in EST teaching materials, use of linguistics in EST teaching and research, teaching projects, and discussion of relevant bibliography. Write: Office of Short Courses and Conferences, U Washington DW-50, Seattle WA 98195.

The National Endowment for the Humanities (NEH) has announced the availability of its 1976-77 Fellowships for Independent Study and Research. The purpose of the awards is to provide time to scholars for uninterrupted research so their contributions to humanistic thought and knowledge may be enlarged. Fellows may work within their special interests, or other fields that will increase their understanding of their own discipline.

Fellowships are intended for scholars, teachers, writers, and other interpreters of the humanities who have completed their formal academic training by the date of application. Applications will be accepted from college and university faculty and others whose occupations engage them in the humanities. (Teachers at undergraduate and junior and community colleges or others who are primarily interested in increasing their knowledge of the subjects they teach in order to develop their abilities as teachers of the humanities are encouraged to apply to NEH's program of Fellowships in Residence for College Faculty.)

Areas of study supported by this program include—among others—modern and classical languages, linguistics, and those aspects of the social sciences which have humanistic content and employ humanistic methods. Fellows must devote full time to their studies and may not hold other major grants during tenure. Applications must be received by June 2, 1975. Write Div of Fellowships, NEH, 806 15th St NW, Washington, DC 20506.

The Center for Applied Linguistics has several openings in its Saudi Arabian projects in TESOL, materials preparation, and literacy training and testing. Openings are at various levels, requiring MAs, ABDs, or PhDs dependent upon position within project. Salary is commensurate with American academic salary plus living allowance, travel, rest, and rehabilitation leave. Send resumé to: David DeCamp, Associate Director for International Programs, Center for Applied Linguistics, 1611 N Kent St, Arlington VA 22209.

RESEARCH — from page 8

given in patronizing or harsh ways. Blacks are primarily concerned with black ethnic names—especially *nigger*, while whites are primarily concerned about white ethnic names, mainly *honkey*. In general, blacks demonstrate more concern about ethnic names than do whites.

The above conclusions have led the researchers to propose a "cultural clash" hypothesis relative to cross-cultural communication problems between blacks and whites. The hypothesis claims that whites tend to be most offended by black communicative behaviors which are most unlike their own behaviors, while blacks are most offended when white communicative behaviors are perceived as racist behaviors.

BOOKS — from page 9

depth. In particular, Hall reviews the factors which determined the spread, prestige, and (in some cases) the decline of Romance languages. The book also includes pertinent examples and discussions of historical problems related to general linguistic theory.

Special Issue of IRAL on the Occasion of Bertil Malmberg's 60th Birthday, edited by Gerhard Nickel Heidelberg, Julius Groos Verlag, 1974. 147 pp. DM 35 00

The ten papers in this volume were contributed in honor of Bertil Malmberg, author of numerous publications and co-editor of IRAL. Topics covered include the elicitation of interlanguage, the perception of intervocal consonants, the implications of cross-cultural data for contrastive linguistics, the primacy of writing, and the construction of a performance grammar of core sentences in spoken and written English. A list of Malmberg's publications to date is also included.

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CHINA — from page 5

Chinese, as have recent spectacular finds of texts in the course of archaeological excavations.

The linguistic situation which the Delegation found, as sketched here, may come to be modified. Universities and other institutions of higher learning in the PRC have scarcely regained their momentum after being closed for a number of years during the Cultural Revolution. Concentration on practical matters may well lead to concern with theoretical considerations, since theory must be based on practice. The principal energies of Chinese linguists are now directed at practical matters to such an extent that linguistics in the PRC might well be labeled applied.

Principles of Tzeltal Plant Classification: An Introduction to the Botanical Ethnography of a Mayan-Speaking People of Highland Chiapas, by Brent Berlin, Dennis E. Breedlove and Peter H. Raven (Language, Thought, and Culture: Advances in the Study of Cognition, 2.) New York, Academic Press, 1974. xxii, 660 pp. \$39 50.

Intended for formal and cognitive anthropologists, plant taxonomists, ethnobotanists, and ethno-linguists, this book points out cognitive principles underlying the botanical knowledge of a given preliterate society and develops general principles of folk botanical classification which can be applied to the study of primitive classification in structural and cognitive anthropology.

The authors begin with a detailed treatment of Tzeltal plant classification and nomenclature, demonstrating basic principles which can be applied to all ethnobiological systems. They describe their field methods, discuss the ethno-linguistic terminology used by the Tzeltal to describe plant structure, and describe the cultural significance of plant life for the Tzeltal. The final segment of the book presents individual descriptions of all known Tzeltal plant classes in terms of Tzeltal folk botanical taxonomy.

Prague Studies in Mathematical Linguistics: Volume 4, edited by Jan Horecký, Petr Sgall and Marie Tesitelová University, Ala. University of Alabama Press, 1972. 254 pp. \$12 00

This is the fourth in a series of investigations dealing with the quantification of linguistic phenomena and the application of algebraic statements and processes for the elucidation of grammatical and syntactical relationships. The volume contains 16 papers which focus on concerns ranging from frequency studies of grammatical elements, statistical treatment of verbal elements in lexical and indexing contexts, and quantitative analysis of the syllable, to the use of mathematical expressions for generative and relational description and for problems in the interchange of document-retrieval

language.

Dictionary of Basic Japanese Usage for Foreigners. Tokyo, Japan, Agency for Cultural Affairs, 1971. 1325 pp.

This lexicon contains approximately 3,680 words compiled because of their applicability for use by foreigners studying Japanese. These words often appear during the early stages of the beginner's study of Japanese and thus form the foundation of a rudimentary knowledge of the language. They were also selected because of their value in helping the student understand how more complex words may be formed. When needed, conjugations and inflections are given, along with hints for usage. Many examples are provided to help the user in this respect. Several appendixes are given, including a reference to Japanese grammar and the structural methods of forming words.

Language and Language Teaching: Current Research in Britain 1971-72, edited by Helen N. Lunt. London, Centre for Information on Language Teaching and Research, 1973. xi, 178 pp. \$10 50

Language and Language Teaching is the principal project-by-project record of work in progress in Britain on language and linguistics for the years indicated. Work on the description of 64 languages and on the teaching of 30 languages is included. Each entry contains one research project, a brief progress report, and bibliographical references where appropriate. Key to the book are the name, institution, and detailed subject indexes which enable readers to trace individual researchers and institutions, and work in particular areas.

FUNDING — from page 1

abroad, \$360,000 will be used for 10 group projects abroad, and \$100,000 will be made available for 12 foreign curriculum specialists.

In his proposed budget for FY'76, President Ford has requested a total of \$10 million for the above programs.

grant and fellowship deadlines

Organization	Program	Details in Reporter	Deadline
APS	<i>Grants to Postdoctoral Scholars</i>	Sept., p. 5	April 11, Aug 8
Doherty Foundation	<i>Latin American Study Fellowships</i>	Dec. p. 4	Open
ERIC Clearinghouse on Urban Education	<i>Graduate Student Awards</i>	Feb. p. 4	Open
Ford	<i>Research Fellowships</i>	Mar. p. 4	March 15
Fulbright-Hays	<i>Fellowships</i>	Feb. p. 1	Open
Humbolt	<i>Humbolt Research Fellowships</i>	Dec. p. 4	Open
IREX	<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	Open
	<i>Grants for Callaborative Projects</i>	Sept. p. 4	April 30, Oct. 31
NEH	<i>Independent Study and Research</i>	Mar. p. 10	June 2
	<i>Research Tools.</i>	Dec. p. 4	May 8
	<i>Youthgrants</i>	Dec., p. 4	April 1
NIMH	<i>Research Project Grants</i>	Jan., p. 5	June 1, Oct. 1
	<i>Program Project Grants</i>	Jan. p. 5	June 1, Oct. 1
	<i>Small Grants</i>	Jan., p. 5	June 1, Oct. 1
	<i>Special Grants</i>	Jan. p. 5	June 1, Oct. 1
NSF	<i>Doctoral Dissertation Research Grants</i>	Dec. p. 4	Open
	<i>RANN</i>	Nov. p. 8	Open
	<i>Scientific Research Projects</i>	Mar. p. 4	Open
	<i>Specialized Research Facilities and Equipment</i>	Dec. p. 4	Open
	<i>Travel Grants to Young Scientists</i>	Feb., p. 4	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	
USOE	<i>Ethnic Heritage Studies Program</i>	Mar. p. 4	March 21

The Linguistic Reporter

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

THE LINGUISTIC REPORTER

Volume 17

Number 4

April
1975

A Newsletter in Applied Linguistics

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

3rd MELI Scheduled

Plans are nearing completion for a third annual Middle East Linguistic Institute (MELI) in Cairo, July 19-August 24, 1975. The MELI will again be held on the campus of Cairo University, with Professor Saad Gamal of Beirut Arab University as director.

An international faculty of at least 14 will offer a wide range of linguistics courses for postgraduate students and postdoctoral fellows coming from all areas of the Middle East and North Africa. A limited number of small scholarship grants are available to help defray travel and living expenses. Applications for these grants and inquiries for further information should be sent before June 1st to Dr. Hilmy Aboul-Fetouh, Deputy Director MELI, Department of English, Cairo University, Gizeh, Arab Republic of Egypt

In addition to Gamal and Aboul-Fetouh, the faculty is expected to include John Robert (Haj) Ross, Michael Brame, David DeCamp, J. Donald Bowen, Björn Jernudd, Muhammed Ibrahim, Abdel Rahman Gaber, Afaf Menouphy, Yakoub Bakr, and Ahmet Kemal Abdel Hamid. Two British lecturers will be named by the British Council.

Introductory courses will include a general introduction taught in Arabic. Advanced courses will include semantics, syntax, language testing, discourse analysis, sociolinguistics, generative phonology of Arabic, and Arabic philology.

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ENGLISH USAGE SURVEY PLANNED

Two conferences to discuss plans for different surveys of American English usage were held at the Center of Applied Linguistics, February 27-March 2, 1975. The first conference was convened by Rudolph C. Troike (CAL) to plan a national survey of selected items of American English as used by a cross section of younger speakers. The second, convened by John T. Algeo (University of Georgia at Athens), made plans to conduct a grammatical survey and comparison of oral and written English as used by adults. Both conferences were supported by a grant from the National Council of Teachers of English.

Attending the conference to plan a national survey of American usage were John Algeo, Harold B. Allen (University of Minnesota); Terence Davidson (Institute for Social Research, University of Michigan); Nelson Francis (Brown University); Jean Berko Gleason (Boston University); Raven I. McDavid, Jr. (University of Chicago); Albert H. Marckwardt (East-

West Center of the University of Hawaii); Allan Schmidt (Laboratory for Computer Graphics and Spatial Design, Harvard University); Roger W. Shuy (Georgetown University and Center for Applied Linguistics); and Rudolph C. Troike.

The American usage survey will determine the status of approximately 75 items of American English syntax, phonology, and lexicon as indicated on a questionnaire to be completed by students at the fourth, seventh, and eleventh grades and by young adults. An important feature of the survey will be the projection of trends in usage of these selected items in regard to regions and major segments of the population through the year 2000. Computers will be used to expedite the storage and retrieval of data and to generate dialect maps to assist in data analysis. This survey will also provide base-line data for future, more in-depth research into the nature of various aspects of American English.

See Survey-6, Col. 3



American linguists visit China. See article on page 3. Photo courtesy of William Labov.

EPDA Bilingual Project Directors Meet

Governor Jerry Apodaca of New Mexico opened the Second National Conference of EPDA Bilingual Education Project Directors which took place February 13-15, 1975, at the University of New Mexico in Albuquerque. Declaring that "the whole concept of bilingual-bicultural education is something that must continue," Governor Apodaca reminded those present that "there are people in the field of education who question the value of your approach, and the way you accomplish gainful recognition is by proving the program a success." In his conclusion he stated that "if we are truly going to be able to provide quality education for all of your young people, this is a program that must survive and improve."

The invitational meeting was organized by the Center for Applied Linguistics (CAL) of Arlington, Virginia, and funded by the U.S. Office of Education through Title V of the Education Professions Development Act (EPDA). Twenty-three directors of EPDA-funded bilingual education programs met with a number of state directors of bilingual education, deans of colleges of education, and other distinguished educators, scholars, and government officials to discuss the *Guidelines for the Preparation and Certification of Teachers of Bilingual-Bicultural Education*, which were developed at a CAL-sponsored conference in August 1974 (see LR 16:8 [October 1974]). Directors present included Henry Arrendondo (Arizona); Keith Crosbie (Washington); Severo Gomez (Texas); Hernán Lafontaine (New York City); Henry Pascual (New Mexico); and Ned Seelye (Illinois).

Papers were presented explaining the *Guidelines* and the rationale behind them, by Anita Pfeiffer, University of New Mexico ("Culture"); George Blanco, University of Texas at Austin ("Language Proficiency and Linguistics"); Carmen Perez, SUNY/Albany ("Instructional Methods and Supervised Teaching"); Albar Peña, University of Texas at San Antonio ("Curriculum Utilization and Adaptation, Assessment"); and Rosa Inclán, Dade County (Florida) Public Schools ("School-Community Relations"). Serving as Discussants were Wick Miller, University of Utah; Henry Trueba, University of Illinois at Urbana; Richard Light, SUNY/Albany; Paul Platero, Massachusetts Institute of Technology; Patricia Baca de McNicholas, Denver Schools; Ruth Bradley, Lafayette (Louisiana) Parish Bilingual Program; Bernard Spolsky, University of New Mexico; Thomas Hopkins, Bureau of Indian Affairs; George Woo, San Francisco State EPDA Project, and Blossom Keeble, University of South Dakota. The group drew up recommendations for (1) implementing the *Guidelines* for pre-service training; (2) adapting the *Guidelines* for in-service training; and (3) evaluating competencies.

John Molina, Director of Bilingual Education, U.S. Office of Education, discussed the new guidelines for Title VII and Wallace Lambert, McGill University, an internationally-known expert in bilingual education, presented a paper on "The Influence of Culture and Language on the Education Process." In his talk, Lambert presented results of new research pointing to the effectiveness of bilingual education

new CAL series

The publication by the Center for Applied Linguistics of *Implications of Language Learning Theory for Language Education: Concerns in Bilingual Education*, by Christina Bratt Paulston, and *Bilingual Children: A Resource Document*, by Muriel Saville-Troike, launches a new set of occasional papers: *Papers in Applied Linguistics*. These works are part of the "Bilingual Education Series." A "Language Testing Series" will begin in the fall.

The Paulston paper considers the possible contribution of linguists, i.e. language specialists, to matters of language planning. The paper consists of: 1) a conceptual framework of language planning in order to identify where within this process the language specialist might contribute; 2) basic notions of language learning theory; and 3) a review of the literature on a selected language problem in order to examine the validity of the implications from language learning theory.

The Saville-Troike paper was first prepared as part of a project for the Child Development Associate Consortium. It covers such topics as linguistic diversity, child language acquisition, becoming bilingual; profiles of bilingual children (Mexican-American, Puerto Rican, Native American); and implications for early childhood development. Lengthy appendices add further information. They are: "The Mexican-American Preschool Child: A Report on Current Research," by Rosario C. Gíngrás; "The Puerto Rican Child. His Culture and His Language," by Myrna Nieves-Colón and Edna Acosta-Belén; and "The Indian Student," by Nancy Modiano. A thirty-five page comprehensive bibliography completes the paper.

A third entry in the "Bilingual Education Series," *The Use of Vernacular Languages in Education*, by Patricia Lee Engle, will appear in late spring.

Implications of Language Learning Theory for Language Planning (40 pp.; \$2.00) and *Bilingual Children: A Resource Document* (150 pp.; \$3.50) can be ordered from the Pubs Section, CAL, 1611 N Kent St, Arlington VA 22209. Orders from individuals must be accompanied by payment. Standing orders from libraries, language departments, book sellers, etc are welcome.

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 nine times a year, monthly except June, July, and August. Editor: Allene Guss Grognet; Associate Editors: Marcia E. Taylor and Diane Bartosh. Annual subscription, \$4.50, air mail, \$9.50. (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.

APPLIED LINGUISTICS IN CHINA

by Charles A. Ferguson

[Dr Ferguson is Professor of Linguistics, Stanford University, Stanford, California]

The visit of the American Linguistics Delegation to the People's Republic of China in October-November 1974 opened up some channels of future communication between the two nations on questions of applied linguistics, and we may hope that before too many years go by we will see language specialists of the PRC in attendance at international conferences on linguistics, applied linguistics, language planning, and language teaching. Of more immediate interest to people working in fields of applied linguistics outside the PRC is the news the Delegation brought back on how language problems and research in the language sciences are seen in China—views very different from those common in the United States and Europe and which gave us much food for thought.

Win Lehmann's account of the visit (see LR 17:3 [March 1975] p. 5) ends with the comment that "linguistics in the PRC might well be labelled applied," and this gives some indication of how different the Chinese orientation to linguistics is. For many years I have been arguing that the findings and approaches of linguistic science should be used—along with expertise from other fields—in the solution of language problems in our society and elsewhere, and that this use constituted one of the reasons for doing linguistic research in the first place. Consequently, it was a strange and ironic happening that I found myself in a society in which the *only* use of linguistics is to "serve the people" and aid in furthering the revolution and socialist construction. In fact, language research is so application-oriented that linguistics as a scholarly discipline or body of theory seems not to exist in the People's Republic. Scholars with linguistically sophisticated knowledge of Chinese and other languages are using their knowledge for practical ends, such as teaching English over the radio, interpreting ancient Chinese texts for their modern significance, or creating orthographies for minority languages.

When the Center for Applied Lin-

guistics was just getting started, Raleigh Morgan and I listed four major areas of applied linguistics (see LR 1: Suppl. 2 [December 1959] p. 1). These were language teaching, alphabets, translation, and government language policy. Chinese language specialists are active in all these areas. The Chinese efforts in the last, government language planning (or "language reform" as they call it), are the most impressive: they are simplifying the Chinese characters, spreading the national standard Putonghua "common speech," and using an official romanized phonetic spelling *pinyin* for the teaching of reading and in other special functions. The Delegation was able to talk with the Language Reform Committee in Peking, and we observed the implementation of the policies in half a dozen cities and some rural areas. China's experience of language planning is on such a vast scale and of such intrinsic interest that knowledge about it should become an important part of the general and comparative study of language planning (see LR 16:4 [April 1974] and 16:5 [May 1974]).

Efforts in the area of translation, particularly lexicography, differ from those of language planning in organization. Language planning activities are highly centralized, with explicit policy statements and monitoring of results, but the preparation of dictionaries, both monolingual Chinese and bilingual, seems to be decentralized, with little communication among separate projects and publications. The Delegation strongly recommended joint PRC-USA efforts in the compilation of Chinese-English and English-Chinese dictionaries which meet the needs of both nations. Systematic study and experimentation with alphabetic representation of Chinese and minority languages is carried out, a set of guidelines for orthography creation has been developed, and new orthographies are promulgated and put to use. Here, too, international exchange of ideas could be mutually beneficial.

Language teaching is the field toward which most American applied linguistics is directed, and language teaching in China is so different in goals and methods that it should be described and evaluated in detail for

the perspectives it can offer on its own. Here there is space for just a paragraph each on the teaching of Chinese (comparable to the teaching of English in our schools), the teaching of minority languages (comparable with our debates over bilingual education), and the teaching of foreign languages.

TEACHING CHINESE

The whole process of teaching Chinese children to read is a fascinating and highly successful operation which combines drill on *pinyin* with traditional Chinese practice of strokes and names of character components. The Delegation was particularly interested in seeing how primary school education coped with the great differences which exist between local Chinese dialects and Putonghua. The policy throughout China is to use Putonghua as the medium of instruction from the first grade instead of using the local dialects as was formerly done. In the schools we visited in Shanghai and Canton, where local dialects are so different as not to be mutually intelligible with the Common Speech, we found that the children rapidly acquired command of the national standard for use at school while retaining command of the local dialect for use at home and with older people who

See China—10, Col. 2



Stone statue—Ming Tombs, Peking. Photo courtesy of William Labov

FY 1975 FUNDING APPROPRIATIONS STAND

The dilemma over FY '75 Federal funding may finally be resolved (see LRs 17:1; 3). The rescissions and deferrals requested by President Ford remain ineffectual due to Congressional inaction within the 45-day time limit. All FY '75 funds now stand as appropriated last year.

The proposed rescissions would have amounted to \$178 million in elementary and secondary education, and would have affected such programs as bilingual education, state grants for education of the handicapped, Follow Through—among others (see LR 17.3 for information on NDEA Title VI funding). Testifying before the House Subcommittee on Labor and HEW, Commissioner of Education Terrel Bell justified the Administration's cuts in these programs by indicating that Congressional appropriations were "excessive," and that such programs as Ethnic Heritage Studies were "low priority funding areas."

The President's feeling of "excessive" spending by Congress is reflected in his 1976 Budget Proposal, which would cut education by \$600 million. Of the total HEW budget, only the Education Division has been drastically reduced, with aid to Federally impacted school districts being the most significantly cut. Funding for bilingual education and state grants for education of the handicapped remain the same as the '75 requests—\$70 million and \$50 million, respectively. Follow Through programs are down and Ethnic Heritage Studies receive zero funding in the budget request. Increased over last year's budget proposal are: (1) funding for general elementary and secondary education to \$2.2 billion (\$23 million more than the '75 appropriation), (2) projects for the severely handicapped; (3) the National Institute of Education which is increased by \$10 million; and (4) the National Science Foundation. For a complete breakdown of funding for relevant programs, see chart opposite.

Deadline for NDEA Title VI Section 602, Research Proposals, April 15. For further information call: Ms. Julia Petrov—(202) 245-9819.

Program	'75 Budget Request	'75 Appropriation	President's Rescission	'76 Budget Request
Bilingual Education (ESEA, Title VII)	70 mill	85 mill	15 mill	70 mill
LEA Grants				48.17 mill
Training Grants				16.73 mill
Materials Development				7 mill
Commissioner's Evaluation				-0-
Advisory Councils				100 thou
Educational Activities Overseas (Special Foreign Currency Program)				2 mill
Education of the Handicapped				175 mill
State Grant Program	47.5 mill	100 mill	52.5 mill	50 mill
Early Childhood Education				22 mill
Specific Learning Disabilities				4.25 mill
Research and Demonstration				11 mill
Others				87.75 mill
Educationally Deprived (Grants for Disadvantaged)				1.9 bill
Ethnic Heritage Studies	-0-	1.8 mill	1.8 mill	-0-
Follow Through	35 mill	53 mill	6 mill	41.5 mill
Higher Education Act (Relevant Sections)				
Language Training & Area Studies (NDEA, Title VI)				10 mill
Centers, Fellowships, Research				8.64 mill
Fulbright/Hays				1.36 mill
Personnel Development				
Ellender Fellowships				500 thou
College Teacher Fellowships				1 mill
Training for Disadvantaged				740 thou
Indian Education				42,055 mill
Assistance to Local Education Agencies				25 mill
Special Programs & Projects to Improve Education Opportunities				12 mill
Special Programs Relating to Adult Education				3 mill
Others				4,055 mill
National Science Foundation				775.4 mill
Science Research Projects				380 mill
National & Special Research Prog International Cooperative Scientific Activities				116 mill
Research Applied to National Needs (RANN)				8 mill
Graduate Student Support				79.5 mill
NATO Fellowships				14.8 mill
Scientific Education Improvement				350 thou
Others				54 mill
National Institute of Education				464.75 mill
Dissemination of Education Research Results				80 mill
Research & Teacher Training				18 mill
Studies on Education Finance, Productivity & Management				14 mill
Studies of Educational Equity for Women and Minorities				18 mill
Experiments & Research Relating to Education and Work				5 mill
Others				10 mill
Right to Read				15 mill
Supplementary Centers & Services		120 mill		12 mill
Woodrow Wilson Fellowships				-0-
				975 thou

SOUTH PACIFIC CONFERENCE ON BILINGUAL EDUCATION

by Bernard Spolsky

[Dr. Spolsky is Dean, Graduate School, University of New Mexico, Albuquerque, New Mexico]

Official delegates from nine Pacific countries (American Samoa, British Solomon Islands, Fiji, Guam, New Zealand, Niue, Papua New Guinea, Trust Territory of the Pacific Islands, and Western Samoa) and consultants and observers from Australia, Canada, and the United States participated in a conference on bilingual/bicultural education sponsored by the South Pacific Commission in Pago Pago, American Samoa, from December 13-15, 1974. The conference was convened by Dr. Frank Mahoney, Program Director for Social Development of the South Pacific Commission, and organized by Dr. Leonard Mason, Professor Emeritus of the University of Hawaii. The principal topics dealt with were the relevance of multilingual/multicultural education to national goals for overall development (Bernard Spolsky, U New Mexico and Francis Bugotu, Chief Ed Officer, British Solomon Islands); multilingual communities compared with bilingual or monolingual communities (Marcellino Umwech, Trust Territory of the Pacific Islands); the relation of bilingual to bicultural education (James E Ritchie, U Waikato); the needs of primary education, the needs of secondary education (Jamesa Robarobalevu, Fiji), preparation of reference materials (Donald M. Topping, U Hawaii); preparation of teaching materials (Sala Pa'au and Frederick Petri, American Samoa); teacher training (A. Richard King, U Victoria); and parent and community participation (Fanaafi Larkin, Dir of Ed, Western Samoa, and Sanele Tuiteleapaga, American Samoa). The conference involved extensive discussion of each of the papers, detailed reports on bilingual activities in each of the countries, and a number of field trips to bilingual programs in American Samoa. A number of common problems emerged: the need to define language education policy in relation to a philosophy of future life for the various island communities, the special problems of multilingual societies such as Papua New Guinea and the British Solomon Islands, the signifi-

cance of large-scale migration from the islands to metropolitan centers, the influence of standard and metropolitan examinations on island education, and the need for local involvement in and control of education. At its conclusion, the conference approved eleven recommendations to be submitted to the South Pacific Commission and to its constituent countries and territories.

The first of these recommendations, in an edited version, is as follows:

With due regard to the different language situations existing in the South Pacific Commission region, the Conference recommends that the following basic principles be recognized in formulating and implementing language education policy:

(a) In tri- and multilingual situations, the policy shall be based on the results of a survey of the languages in current usage and of the language needs of the country or territory; the policy shall take into account the cultural and political needs of the people as those needs relate to the political, economic, and social goals of the country or territory; the policy shall be directed from within, according to the wishes of the people rather than the theories and policies of outsiders.

(b) In multilingual situations, the policy shall recognize the functional appropriateness of the various languages (vernacular, nation, world) used within the community, and shall reflect that recognition in the educational curriculum; whenever desired by the community, and then to the fullest extent, initial education shall be provided in the vernacular in order to ensure a firm bridge with parental instruction and care, and to permit full access by the community to the school; when desired by the community and endorsed by the national or territorial government concerned, the full resources of the South Pacific Commission shall be made available to support literacy programs, both in school and for the adult community

(c) In bilingual/bicultural situations, the mother-tongue and associated culture shall be an integral part of the curriculum, at least at the early and elementary school levels and in the training of teachers for those schools;

where the legal status of indigenous languages renders this approach impossible, the Department of Education, or its equivalent authority, shall initiate action through the legislature for a review of repeal of the law.

A full report on the conference is currently in preparation.

Summer Institutes

The following special institutes have been announced for Summer 1975:

The University of New Mexico (UNM) will conduct a Summer Institute for Spanish-English Bilingual Teachers July 9-August 1, 1975 at the UNM Andean Center in Quito, Ecuador. Course offerings will include Spanish for Teachers, Spanish Civilization, and Curriculum Development for Bilingual/Bicultural Education. Requirements: participants must understand spoken Spanish and be able to take notes in the language; preference will be given to students currently teaching in Spanish-English bilingual classrooms or planning to go into bilingual/bicultural education. Deadline for application: April 15, 1975. Write: Office of Intern'l Programs and Services, UNM, 1717 Roma, NE, Albuquerque NM 87131

The Bourguiba Institute of Modern Languages will hold a Summer Intensive Arabic Program from July 4-August 8, 1975. The Institute is open to all students who wish to extend their present knowledge of Arabic or to begin study of the Arabic language (Placement tests will be administered at the beginning of the program to insure completion of the course) Applications must be submitted by May 21, 1975. Write: Secretariat de l'Institut, Cours Intensifs d'Arabe-Eté 1975, Bourguiba School of Living Languages, 47 avenue de la liberté, Tunis, Tunisia.

Georgetown University will offer a special Summer Program in Linguistics for Teachers of English to Speakers of Other Languages from June 16-July 30, 1975. Participants in the program will take regular course work in English structure, applied linguistics, modern methodology of the language classroom, and the language laboratory. For further information write: Dean, SSCE, Georgetown U, Washington DC

linguists wanted

Note. A fee of \$10.00 is charged for each listing of positions available at institutions. Payment may accompany entry or the school or department can be invoiced for that amount. Institutions desiring to advertise their openings in the *LR* should submit their entries to the Editor by the fifth of the month preceding the month of publication. The *LR* reserves the right to edit all position descriptions.

Friedrich-Alexander University, Erlangen-Nürnberg, Germany has an opening for an **associate professor** in the Institute for Applied Linguistics. Applicants must be well-versed in linguistic theory, have a minimum of 3-5 years of teaching experience, and already hold the rank of associate professor. Appointment carries tenure, but a two-year only appointment will be considered. Applicants should submit their credentials by April 30 to Dr Eric Bauer, Institut für Angewandte Linguistik, D-852 Erlangen, Bismarckstrasse 1, zu richten, Germany.

The Ling Dept at **McGill U** will have an opening at the assistant or associate professor level for an **anthropological/sociolinguist**, starting Sept 1, 1975. PhD and publications required. Responsibilities will include teaching graduate and undergraduate courses in anthro-socio-linguistics with direction of graduate research and a possible course in linguistics related to language learning. Send application, curriculum vitae, and references to Chmn, Dept of Ling, McGill U, PO Box 6070, Sta A, Montreal H3C 3G1, PQ, Canada.

Texas A&I U at Corpus Christi anticipates an opening at the assistant professor level in **English and Spanish linguistics**. Requirements: PhD, knowledge of Spanish as well as English, and experience in history of language, structural linguistics, and generative grammar. Some knowledge of psycho- or sociolinguistics desirable. Duties will include teaching courses in Spanish phonetics, morphology and syntax, and contrastive analysis, with a possibility of teaching English, American, or World Literature. Summer employment possible. Write Miriam Wagenschein, Dean, Coll of Arts and Humanities, Texas A&I U at Corpus Christi, PO Box 6010, Corpus Christi, TX 78411.

U British Columbia has a vacancy at the assistant professor level for a **specialist in English teaching methodology**. PhD and experience with English teaching methodology at both the elementary and secondary levels required. Write John McGechaen, Dept of Eng Ed, Faculty of Ed, U British Columbia, 2845 Acadia Rd, Vancouver, BC, Canada.

Opening in the Dept of Ling at **Northeastern Illinois U**, beginning Sept 1975. Requirements: PhD in TESOL or related field, previous experience in training ESL teachers and in developing courses and programs in this field. Will be required to teach general linguistics courses as well as ESL

techniques. Write Don M Seigel, Acting Chmn, Dept of Ling, Northeastern Illinois U, 5500 N St Louis, Chicago IL 60625.

The President of the **Tech U of Berlin** is accepting applications for a **Creolist** (English-based creoles) with special interest in sociolinguistics and/or TESOL. Preference given to applicants with credentials in phon(et)ology or semantics/syntax. Send resumes registered air mail to Universitätspräsidenten der TU Berlin (Kennziffer Ass 14), 1 Berlin 12, Strasse des 17. Juni 138, West Germany.

Georgetown U is seeking an **instructor of EFL** in its intensive English program. In addition to classroom teaching, the position will involve curriculum and/or materials development, testing, and other responsibilities. MA in TESOL or applied linguistics and equivalent of three years experience required. Applications should be sent to William E Norris, Head, Div of EFL, School of Lang and Ling, Georgetown U, Washington DC 20057.

McGill U needs an associate professor in **applied linguistics**, beginning Sept 1, 1975. PhD, administrative experience, and special interests and competence in teaching French as a second language required. Responsibilities will initially consist of consulting with personnel currently responsible for various university language teaching and research units coordinating the teaching of French as a second language, and teaching an undergraduate course in linguistics related to language learning. Duties will ultimately be to expand undergraduate and to direct graduate research in applied linguistics and to direct the Centre for Second Language Teaching. Submit application, vita, and references to Chmn, Dept of Ling, McGill U, PO Box 6070, Sta A, Montreal H3C 3G1, PQ, CANADA.

The Dept of Ling at **Harvard U** has a position open for a general linguist with a strong background in phonology and phonetics. Applicants will be considered for either of the following positions: (1) visiting lecturer (assistant professor level) for a one-year appointment for the 1975-76 academic year; (2) assistant professor (PhD required) for a three- or five-year appointment, beginning Fall 1975. Deadline for application May 1, 1975. Send vita and copies of publications or significant unpublished work to Joachim Schindler, Chmn, Search Committee, Dept of Ling, Holyoke Cntr 851, Harvard U, Cambridge MA 02138.

U Texas at San Antonio is seeking a **specialist in reading** for a position at the assistant professor level. PhD required. Qualifications include teaching reading in the native language of the child (Spanish) and teaching reading in English to a non-English speaking child and their interrelatedness, diagnostic skills and their clinical application, knowledge of children's literature, and knowledge and oral fluency of Spanish. Address applications to Albar A Peña, Dir, Div of Bicultural/Bilingual Studies, U Texas at San Antonio, 4242 Piedras Dr East, San Antonio TX 78285.

Ferdowsi University in Meshed, Iran has several openings for **TEFL instructors**. Positions include TEFL in a university-sponsored high school, teaching basic and intermediate English skills to first and second year students in science fields at the university level, and teaching some evening classes. BA in English, Linguistics, or TEFL and one year classroom experience required. Send resumes to M Samii, Chmn, Dept of Eng, Faculty of Letters, Ferdowsi U, Meshed, Iran.

U Illinois at Urbana-Champaign has two vacancies for the 1975-76 year: (1) Associate professor with experience in teaching English to non-native speakers and research in second-language acquisition; (2) Director of U Illinois TEFL internship program in Tehran, Iran. Qualifications include a PhD and overseas experience teaching English to non-native speakers. Contact Lawrence F Bouton, Acting Dir, Div of ESL, 3070 Foreign Lang Bldg, U Illinois at Urbana-Champaign, Urbana IL 61801.

U British Columbia needs an assistant professor to teach **applied linguistics** and English teaching methodology. PhD and teaching experience and certificate required. Supervision of practice teaching involved. Send applications to John McGechaen, Dept of Eng Ed, Faculty of Ed, U British Columbia, 2845 Acadia Rd, Vancouver V6T 1W5, BC, Canada.

SURVEY—from page 1

and changes in the language.

At the conference to plan a grammatical survey of American English participants discussed a survey of examples of both oral and written personal narratives by native English-speaking adults in various areas of the United States. A corpus of 500,000 spoken words (from the tapes recorded for the *Dictionary of American Regional English* by Frederic Cassidy) and a corpus of 500,000 written words (collected from edited, printed sources) will provide the data for a grammatical survey and a comparison of written and spoken American English. As in the other survey, computers will be used to store, retrieve, and analyze the data. The computerized corpus will be available for further research and analysis by other scholars who may have other purposes for their studies. Participants in this second conference included Professors Algeo, Allen, Francis, McDavid, Marckwardt and Troike, as well as Frederic Cassidy (University of Wisconsin at Madison); Virginia McDavid (Chicago State University); and Allen Walker Reed (Columbia University).

CAL • ERIC/CLL BIBLIOGRAPHY: 5 WORKING PAPERS IN LINGUISTICS

by Tim Shopen

[Dr. Shopen is on the senior staff of the Center for Applied Linguistics]

This bibliography has been compiled in hopes of improving the dissemination of information in linguistics. The entries which appear below resulted from responses to questionnaires sent out during the past year. We made most of our inquiries at institutions within the United States, and so have only a very incomplete sampling from other countries. The Center for Applied Linguistics plans to do an update to this bibliography some time in the fall and would welcome comments from readers, especially as to any additions they would care to suggest.

The dissemination of information in linguistics takes place in many ways, and the publication of books, reviews, and articles is only one of these. It is often pointed out that the time lag between conception of an idea and its publication, even in the best of circumstances, sometimes renders such an idea obsolete by the time it reaches print. To illustrate how much ideas travel by means other than publication, one need only point to the sense of isolation that can be felt by linguists who do not have many other linguists to talk with, even when they receive all the relevant journals and have an excellent library at their disposal. An enormous amount of communication takes place by word of mouth. One eminent linguist recently remarked that he has on the order of fifteen to twenty articles to finish which so far have been presented to the public only through oral presentations at conferences and meetings held during the past few years. The summer institutes of the Linguistic Society of America have served as an excellent forum for the presentation of ongoing work, but the decrease in funds available for travel by students and faculty to such institutes and other meetings has dealt a severe blow to the dissemination of linguistic information.

It is in this context that working papers render an extremely useful service. Important research results which have gotten to the stage of being

written up, but which, for one reason or another, the author deems incomplete or uncertain enough for formal publication, can be made available to others in the profession through the media of working papers. In most cases, working papers are reproduced by mimeograph or by an inexpensive offset process, thereby allowing for fairly rapid dissemination. The major drawback is that they tend to be circulated only to the best known linguistics departments and to individuals and groups with whom the authors and editors have personal acquaintance. Copies are usually available, however, to those who request them, but one has to be aware of their availability in the first place. This bibliography is meant to remedy that situation.

Thanks are due to Patrice Walker and Margaret Good for the work they did in gathering this information.

Berkeley Studies in Syntax and Semantics, Charles Fillmore, George Lakoff, Robin Lakoff (eds). Areas: syntax, semantics. Audience: linguists. Freq of issue: irregularly; at least 1 per year. First issue: Nov 1974. Sub: varies. Back issues available. Write: Dept of Ling, U Cal-Berkeley, Berkeley CA 94720

Centrum. Working Papers of the Minnesota Center for Advanced Studies in Language, Style, and Literary Theory, Martin Steinmann, Jr. (ed). Areas: semantics, linguistics, literary realism, computer-aided discourse analysis. Audience: linguists, specialists in literary theory. Freq of issue: 2 per year. First issue: Spring 1973. Sub: \$2.00 per issue. Back issues available. Write: Centrum, 207 Main Engineering Bldg, U Minnesota, Minneapolis MN 55455

Colorado Research in Linguistics, Alan R Taylor (ed). No special areas. Langs: African, American Indian, Romance. Audience: linguists. Freq of issue: approx 1 per academic year. First issue: Fall 1971. Sub: \$1.00 per issue. Back issues available. Write: Dept of Ling, U Colorado, Boulder CO 80302

Columbia U Working Papers in Linguistics, Linguistic Circle of Columbia (ed). Accepts any work in linguistics submitted by members of the Columbia community. Audience: linguists. Freq of issue: approx 3-4 per year. First issue: Nov 1973. Sub: free

upon request. Back issues not available. Write: Dept of Ling, 401 Philosophy Hall, Columbia U, New York NY 10027

Documentos de Trabajo (Instituto Linguístico de Verano), Mary Ruth Wise (ed). Covers all aspects of linguistics. Audience: linguists. Freq of issue: irregularly. First issue: 1973. Sub: varies. Back issues available. Write: Instituto Linguístico de Verano, Casilla 2492, Lima, Peru

Formal Linguistics (formerly *Mathematical Linguistics and Automatic Translation*), Susumu Kuno (ed). Areas: computational linguistics, language universals, semantics, syntax, generative theory of grammar, discourse analysis. Audience: specialists in generative theory of grammar and language universals. Freq of issue: irregularly. First issue: 1959. Sub: free upon request. Back issues available from: Nat'l Tech Info Service, Operations Div, Springfield VA 22151

Georgetown University Working Papers on Language and Linguistics, Richard J O'Brien, S J (ed). Areas: anthropological linguistics, bilingual education, historical/comparative linguistics, philosophy of language, physiology of speech/hearing, semantics, sociolinguistics. Audience: linguists. Freq of issue: 2-3 per year. First issue: 1970. Sub: \$1.95 per issue. Back issues available. Write: Publications Dept, School of Lang and Ling, Georgetown U, Washington DC 20057.

Haskins Laboratory Status Report on Speech Research, Susan C Polgar (ed). Areas: phonology, physiology of speech/hearing, psycholinguistics, sociolinguistics, speech perception, synthetic speech, instrumentation for speech research. Audience: linguists and speech specialists. Freq of issue: quarterly. First issue: Feb 1965. Sub: available on exchange basis, reprints of specific articles free. Back issues available from Haskins Lab, back issues from SR 21/22 (Jan-June 1970) forward available from Nat'l Tech Info Service and ERIC (AD and ED nos sent upon request). Write: Haskins Lab, 270 Crown St, New Haven CT 06510.

Indiana U Linguistics Club Publications, editorship varies. Areas: historical/comparative linguistics, phonology, psycholinguistics, semantics, teaching materials for African languages, syntax, rule ordering. Audience: linguists. Freq of issue: 3 per year (Aug, Dec, April). First issue: 1968. Sub: varies. Back issues available. Write:

Indiana U Linguistics Club, 310 Lindley Hall, Bloomington IN 47401

Indo European Studies, Calvin Watkins (ed) Areas historical/comparative linguistics, Indo-European languages. Audience: specialists in Indo-European languages. Freq of issue irregularly. First issue: March 1972. Sub free upon request. Back issues available from Nat'l Tech Info Service, Operations Div, Springfield VA 22151 Write: Dept of Ling, Harvard U, Cambridge MA 02138

Informal Working Papers in Applied Linguistics, Marmo Soemaro (ed). Areas: bilingual education, phonology, psycholinguistics, reading, semantics, sociolinguistics. Audience: applied linguists. Freq of issue annually. First issue: Winter 1973-74. Sub: free upon request. Back issues not available Write: Dept of Ling, Gordy Hall, Rm 204, Ohio U, Athens OH 45701.

The Informant, Robert A. Palmatier (ed). Contains monographs on special issues in linguistics, e.g. language variation, philosophy of language, semantics, sociolinguistics, Swahili Audience linguists. Freq of issue 2 per year (Nov and March) First issue: Nov 1968 Sub. free upon request. Back issues available (Nov 1971-present) Write Ed, *The Informant*, Dept of Ling, Western Michigan U, Kalamazoo MI 49001.

Kansas City Working Papers, Conrad La Riviere (ed). Areas: second language learning, articulatory phonetics, acoustic phonetics, psycholinguistics. Audience. linguists and phoneticians. Freq of issue irregularly First issue: 1971. Sub: free upon request. Back issues available for \$.05 per page. Write: Coll of Arts and Sciences, Speech and Hearing Science Lab, U Missouri, 5220 Rockhill, Kansas City MO 64110

Kiel Working Papers on Language Acquisition, H Wade, S Felix (eds) Areas. language acquisition Audience: psycholinguists, researchers on child development, language acquisition, and related fields. Freq of issue irregularly First issue January 1974 Sub: free upon request. Back issues available. Write: Enghsches Seminar der Universität, Olshausenstrasse, 23 Kiel, West Germany

Language-Behavior Papers Areas: language behavior studies, sociology of language, language education, psychology of language. Audience. linguists, psychologists. Freq of issue 2 per year. First issue 1972. Sub: varies Write: Hebrew U of Jerusalem, Language Behavior Section, Antebi 3, Jerusalem, Israel

Linguistic Communications Working Papers of the Linguistic Society of Australia, J.V Neustupny (ed). Covers all aspects of

linguistics. Audience: linguists. Freq of issue. Irregularly First issue: 1967. Sub: varies. Back issues available. Write: J.V. Neustupny, Dept of Japanese, Monash U, Clayton, Victoria 3168, Australia

Linguistische Arbeiten und Berichte Areas. language universals, natural languages, syntax. Audience: linguists Freq of issue irregularly. First issue: 1974 Sub: varies Back issues available Write: LAB Berlin (West), Freie Universität Berlin, Fachbereich 16 (Germanistik), Habelschwendler Allee 45, 1 Berlin 33, West Germany.

Linguistics of the Tibeto-Burman Area Contains linguistic studies of languages either in the Tibeto-Burman family or in the Tibeto-Burman linguistic area Audience. linguists. Freq of issue: 2 per year. First issue: Fall 1974. Sub. \$2.00 per issue. Back issues available. Write: Graham Thurgood, Dept of Ling, U Cal-Berkeley, Berkeley CA 94720.

Minnesota Working Papers in Linguistics and Philosophy of Language, Michael B. Kac and Michael D Root (eds). Areas. language universals, philosophy of language, phonology, semantics, syntax Audience. linguists, philosophers. Freq of issue: annually. First issue: Sept 1973. Sub \$2.00 per issue. Back issues available. Write: Dept of Ling, U Minnesota, Minneapolis MN 55455.

Natural Language Studies, J.C Catford (ed). Areas. computational linguistics, philosophy of language, physiology of speech/hearing, acoustic phonetics, transformational grammar, description of languages. Audience. phoneticians, computational linguists, philosophers, linguists Freq of issue. irregularly. First issue: May 1969 Sub \$1.50 per issue. Back issues available Write Phonetics Lab, Frieze Bldg, Rm 1079, U Michigan, Ann Arbor MI 48104.

Navajo Reading Study Progress Reports (Dept of Ling, U New Mexico), editorship varies with issues. Areas: reading, sociolinguistics, Navajo language, teacher education Audience varies Freq of issue approx 5-6 per year First issue. July 1969 Sub: available publicly through ERIC Back issues available from. ERIC Document Reproduction Service, Computer Microfilm Intern'l Corp, PO Box 190, Arlington VA 22210

Occasional Papers in Linguistics, Victoria Fromkin (ed). Special monographs on different topics in linguistics, e.g. Black English, Montague grammars, etc Audience. linguists Freq of issue irregularly. First issue: March 1972 Sub. varies with issue Back issues: #1 available Write. Dept of Ling, UCLA, Los Angeles CA 90024

Occasional Papers of the Wolfenden Socie-

ty of Tibeto-Burman Linguistics, F.K. Lehman (ed). Areas. historical/comparative linguistics, language variation, phonology, Tibeto-Burman linguistics. Audience: Tibeto-Burmanists. Freq of issue: annually. First issue. 1969 Sub. varies. Write. Dept of Ling, U Illinois, Urbana IL 61801.

Orange Papers. *Syracuse Studies in Linguistics* Areas: various aspects of linguistics. Audience: linguists Freq of issue: irregularly. First issue. Spring 1973. Sub. varies Back issues not available. Write. LAS Foundation, Inc, 120 Stadium Place, Syracuse NY 13210

Papers and Reports of Child Language Development, E.V Clark (ed) Areas. language acquisition—observational and experimental studies, methodological issues, syntax, phonology, morphology. Audience: specialists in (first) language acquisition, psycholinguists, linguists, psychologists. Freq of issue: irregularly. First issue: March 1970. Sub: \$2 00 per issue. Back issues available at no charge Write Committee on Ling, Stanford U, Stanford CA 94305.

Papers in Descriptive, Historical and Applied English Linguistics: Reports to the UW-Madison Programs in English Linguistics, coordinated by Dir, Progs in Eng Ling Areas. historical/comparative linguistics, stylistics, descriptive linguistics, applied English linguistics, language acquisition Audience: linguists, ESL instructors, English teachers. Freq of issue. irregularly First issue. June 1969 Sub: varies Back issues available. Write: Progs in Eng Ling, Dept of Eng, U Wisconsin, Madison WI 53706

Project on Linguistic Analysis (POLA). Reports, William S.-Y. Wang (ed). Areas. Chinese linguistics, historical/comparative linguistics, phonology, physiology of speech/hearing, psycholinguistics Audience. specialists in phonetics and child language acquisition, general linguists, historical linguists. Freq of issue. Irregularly First issue 1962. Sub. \$3 00 per issue Some back issues available Write Dept of Ling, U Cal-Berkeley, Berkeley CA 94720.

Recherches Linguistiques à Montréal/Montreal Working Papers in Linguistics, Henrietta Cedergren, David Lightfoot, Yves-Charles Morin (eds). Contains any work in linguistics submitted by members of universities in the Montreal area as well as selected papers from conferences held in Montreal. Audience: linguists. Freq of issue. 3-4 per year. First issue: March 1974 Sub free upon request Back issues available Write. David Lightfoot, Dept of Ling, McGill U, Montreal, PQ, Canada.

RLE Quarterly Progress Report. Linguistics Section (Research Laboratory of Electronics, MIT), Alice S Amdur (ed) Areas. lan-

guage universals, linguistic theory, phonology, psycholinguistics, semantics, syntax Audience: theoretical linguists Freq of issue quarterly First issue: Jan 1959 Sub. free upon request. Some back issues available. Write: JH Hewitt, Document Rm 36-412, Research Lab of Electronics, MIT, Cambridge MA 02139.

Seminar Papers in Linguistics Reports of the Laboratory for Phonetic Research Areas: anthropological linguistics, bilingual education, historical/comparative linguistics, language variation, phonology, physiology of speech/hearing, sociolinguistics Audience: students and linguistic department faculty. Freq of issue: approx 5 per year First issue: 1968. Sub \$1.35 per issue Back issues available Write Dept of Ling, CSU-Fullerton, Fullerton CA 92634

SIL-Mexico Workpapers, Linguistics Coordinator, Inst Lingüístico de V. Apartado 22067, Mexico 22, DF, Mexico. Areas: anthropological linguistics, bilingual education, historical/comparative linguistics, language universals, philosophy of language, phonology, psycholinguistics, reading, semantics, sociolinguistics, languages of Mexico, orthography, syntax, lexicography Audience: theoretical and applied linguists Freq of issue: 2-3 per year Sub cost to be determined, approx \$2.00 per issue Back issues not available Write: Summer Inst of Ling, Box 1960, Santa Ana CA 92702

Southern California Occasional Papers in Linguistics, editorship varies with issue. Issues normally focus on a single theme or on several closely related topics, i.e. Consonant Types and Tone, Syntax and Semantics Audience: linguists Freq of issue 2 per year First issue: July 1973. Sub. \$3 00 per volume. Back issues available Write SCOPIL, Dept of Ling, USC, Los Angeles CA 90007

Stanford Occasional Papers in Linguistics, edited by the Committee on Ling Consists of working papers and pre-publication articles on linguistics, normally contributed by Stanford students and faculty, occasionally includes selected papers of conferences held at Stanford. Audience: linguists Freq of issue: irregularly at approx one-year intervals Sub varies Back issues of No 3 available Write Committee on Ling, Stanford U, Stanford CA 94305

Studies in Linguistics and Language Learning Covers any areas dealing with language Audience: linguists Freq of issue: approx 1-2 per year. First issue: 1963. Sub. free upon request Back issues available from Univ Microfilms, PO Box 1784, Ann Arbor MI 48106 Write: Dept of Ling, U Washington, Seattle WA 98195

Studies in the Linguistic Sciences, Charles

W Kisseberth (ed). Areas: historical/comparative linguistics, language universals, phonology, semantics, South Asian, African, American Indian languages Audience: linguists. Freq of issue 2 per year. First issue: 1971 Sub. \$2.00 per issue. Back issues available (except Vol 1, No 2) Write: Dept of Ling, U Illinois, Urbana IL 61801

Traduction Automatique Areas: automatic translation, applied linguistics, language universals, morphology, syntax, transformational-generative grammar Audience: linguists Freq of issue irregularly. First issue: Jan 1966 Sub: varies Back issues available. Write: Groupe de Recherches pour la Traduction Automatique, Université de Montréal, Case postale 6128, Montréal 101, PQ, Canada.

Transformation and Discourse Analysis Papers, Henry Hiz (ed) Areas: syntax. Audience: linguists and philosophers Freq of issue irregularly. First issue 1958 Sub: varies. Some back issues available Write: Ling Research, U Pennsylvania, 401 Williams Hall/CU, Philadelphia PA 19174

Travaux de Linguistique et de Littérature, G. Straka (ed) Areas: various aspects of Romance languages. Audience: linguists, philologists Freq of issue: annually. First issue: 1963 Sub. varies Write G Straka, Cntr of Romance Philology and Lit, U Strasbourg, Strasbourg, France.

Uceny Zapiski Instituta Slavjanovedeniya (Working Papers of the Slavic Institute) Areas: various aspects of Slavic linguistics Audience: linguists Freq of issue irregularly First issue 1949 Sub. varies Write: Meždunarodnaja Kniga, Moscow G-200, USSR

Uceny Zapiski Moskovskogo Gosudarstvennogo Pedagogičeskogo Instituta Inostrannyh Jazykov Imeni Morisa Toreza (Working Papers of the Moscow State Pedagogical Institute of Foreign Languages Named after Maurice Thorez), G V Kolshansky (ed). Areas: applied linguistics Audience: applied linguists and language teachers Freq of issue irregularly First issue: 1941. Sub varies. Write: G V Kolshansky, Moskovskij Gosudarstvennyj Pedagogičeskij Institut Inostrannyh Jazykov Imeni Morisa Toreza, Moscow, USSR

UCIS/Linguistics Areas: Slavic languages and TESOL Audience: language specialists, applied linguists. Freq of issue occasionally First issue 1969 Sub varies with issue Back issues available Write: Univ Cntr for Intern'l Studies, U Pittsburgh, Pittsburgh PA 15260

UCLA Papers in Syntax, George Bedell (ed). Areas: syntax. Audience: linguists Freq of issue: irregularly First issue: Jan

1972 Sub. varies Back issues available (except No 1) Write: Dept of Ling, UCLA, Los Angeles CA 90024.

Unicorn (Chin), Mantaro J. Hashimoto (ed) Areas: Chinese linguistics, computational linguistics, historical/comparative linguistics, phonology, dialectology, syntax (all as pertains to the Chinese language) Audience: specialists in general and Chinese linguistics, computational linguists Freq of issue: 2 per year First issue Spring 1968 Sub \$1 50 per issue Back issues available Write: Chinese Ling Proj, 231 Palmer Hall, Princeton U, Princeton NJ 08540

University of Michigan Papers in Linguistics (UMPIL), editorship varies with issue. Covers all areas of linguistics. Audience: linguists. Freq of issue: approx 4 per year First issue: Summer 1973. Sub: \$2.25 per issue, \$8 00 per volume, free in exchange for other working papers. Back issues available Write UMPIL, Dept of Ling, U Michigan, 1076 Frieze Bldg, Ann Arbor MI 48104

Wiener Linguistische Gazette Arbeitspapiere des Instituts für Sprachwissenschaft in Wien, editorship varies with issue Covers all aspects of linguistics Audience: linguists Freq of issue: irregularly, min 2 per year. First issue 1972. Sub. \$1.20 per issue, \$1 80 airmail. Back issues available Write: Dept of Ling, U Vienna, Dr Karl-Luegerring 1, A-1010 Vienna, Austria

Working Papers in Linguistics (Ohio State U), editorship varies with issue. Content varies with issue Audience: linguists Freq of issue: 3 per year First issue Dec 1967 Sub \$2 00 per issue. Back issues of Nos 10, 13, 14, 15 available. Write Dept of Ling, Ohio State U, 1841 Milliken Rd, Columbus OH 43210

Working Papers in Linguistics (U Hawaii), Byron W Bender, Irwin Howard (comps) Covers the research interests of faculty and advanced linguistics students at the university Audience: faculty and students of linguistic depts Freq of issue: 9 per year First issue: Jan 1969 Sub: free to selected institutions Back issues available at \$05 per page Write: Dept of Ling, U Hawaii, 1890 East-West Rd, Honolulu HI 96822

Working Papers in Phonetics, Peter Ladefoged (ed) Areas: phonology, physiology of speech/hearing, psycholinguistics, experimental phonetics. Audience: phoneticians Freq of issue: approx 3 per year. First issue: June 1964. Sub: \$8.00 for 3 issues Back issues not available Write: Dept of Ling, UCLA, Los Angeles CA 90024.

Working Papers in Scientific and Technical English, Larry Selinker and Louis Trimble (eds) Areas: discourse analysis, language universals, semantics, stylistics, scientific

and technical English. Audience: ESL teachers. Freq of issue: occasionally First issue: March 1972. Sub varies, approx \$2.00. Back issues available Write: Larry Selinker, 359 Lowe Hall, FH-40, U Washington, Seattle WA 98195

Working Papers in Sociolinguistics, Joel Sherzer, Richard Bauman (eds) Areas: sociolinguistics. Audience: sociolinguists First issue: 1975. Sub: free upon request Write: Joel Sherzer, Southwest Ed Devel Lab, 211 7th St, Austin TX 78701.

Working Papers in Yiddish and East European Jewish Studies, Joan Bratkowsky (ed) Areas: Yiddish linguistics, folklore, literature; East European Jewish history Audience: specialists in Yiddish and Jewish studies Freq of issue: irregularly. First issue: 1974. Sub varies Back issues available Write: Max Weinreich Cntr for Advanced Jewish Studies, 1048 5th Ave, New York NY 10028.

Working Papers on Bilingualism/Travaux de Recherches sur le Bilinguisme, Merrill Swain, Guy Dumas (eds) Areas: bilingualism, bilingual education, bilingual first language learning, second language learning. Freq of issue: approx 3 per year. First issue: Nov 1973 Sub: \$1.50 per issue Back issues available. Write: Bilingual Ed Proj, Modern Lang Cntr, Ontario Inst for Studies in Ed, 252 Bloor St W, Toronto, Ontario, Canada.

Working Papers on Language Universals, Edith A Moravcsik (ed) Contains research papers (documents on cross-linguistic generalizations), survey papers, reviews of articles on language universals published in other journals, papers presented at conferences or other forms of linguistic activity related to typology and universals, notes (short statements on observed resemblances in unrelated, areally distinct languages, or short reports on on-going typological research Audience: linguists. Freq of issue: 3 per year. First issue: Nov 1969. Sub: \$2.00 per issue Back issues prior to No 9 not available Write: Language Universals Proj, Committee on Ling, Stanford U, Stanford CA 94305

The material in this publication was prepared pursuant to a contract with the National Institute of Education, U S Department of Health, Education, and Welfare Contractors undertaking such projects under government sponsorship are encouraged to express freely their judgment in professional and technical matters. Prior to publication, the manuscript was submitted to the Center for Applied Linguistics for critical review and determination of professional competence. This publication has met such standards. Points of view or opinions, however, do not necessarily represent the official view or opinions of either the Center for Applied Linguistics or the National Institute of Education

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had not mastered Putonghua. At secondary schools and in higher education, students are also learning to read and interpret texts in Classical Chinese of various centuries, and this is related directly to such current political issues as the campaign to discredit Lin Piao and Confucius

MINORITY LANGUAGES

About 6 or 7 percent of China's population speak languages other than Chinese in all its dialects. These other languages, which include Mongolian, Tibetan, Uighur, Kazakh, Jingpo, and Korean, have official orthographies and are used for publications such as newspapers, textbooks, and the writings of Marx, Lenin, and Chairman Mao. Since a number of minority languages are used as media of instruction in schools, there might seem to be some similarity with programs of bilingual education in the United States. In fact, however, there is no real similarity. The minority languages in China are used in education only in designated minority regions, where they are in effect the predominant local language, and standard Chinese is taught as a subject. There is no provision for educational use of minority languages in areas which are predominantly Chinese in language. Even more striking is the strong insistence on regarding local varieties of Chinese—no matter how different—as dialects, not minority languages, and hence not to be used in education although not at all discouraged for conversational use in other settings. There are no Chinese parallels to American notions of bilingual education serving to strengthen one's ethnic heritage in multicultural communities or to bridge the gap to English and Mainstream culture.

FL TEACHING

The People's Republic of China apparently regards foreign language instruction as a basic component of education, and all secondary schools teach at least one foreign language if they can obtain the necessary qualified teachers. In practice almost all students in urban secondary schools study a foreign language, and FL instruction is also provided at some primary schools. English is taught far more widely than any other foreign

language and is indeed the foreign language most often seen in public signs and official documents. The immediate goals and content of FL courses are, however, almost diametrically opposite to those in American FL instruction. In the United States our courses stress foreign culture and the genuineness of native usage of the FLs; Chinese courses are based on the use of the foreign language in the Chinese context. Thus the content of English courses is not based on life in Great Britain, the U.S., or other English-speaking nations, but on life in Chinese communes and factories, stories of socialist heroes, and songs in honor of Chairman Mao. The standards of pronunciation are high (generally British "Received Pronunciation" but some teachers have American or other accents), and on the whole the fluency achieved is impressive, although tuned to talking about China to the foreign visitor rather than talking in terms of the foreigner's natural patterns of communication. The Chinese approach raises the question of whether the increased motivation, community participation, and familiar content of their beginning courses might not outweigh the advantages of our attempts at genuine foreign content in achieving mastery of foreign languages.

These few observations give only a small idea of the wealth of information the delegation was able to pick up in its intensive one-month visit. The Delegation's full joint report will shortly appear in book form under the title *Language and Linguistics in the PRC*, edited by W.P. Lehmann, chairman of the Delegation (University of Texas Press). See also the account of the visit in *Items*, the newsletter of the Social Science Research Council, 29:1 (March 1975)

Manuscripts Solicited

The Center is accepting manuscripts for possible inclusion in its new *Papers in Applied Linguistics* series. Papers should be between 70 and 200 double-spaced typed pages and can deal with any aspects of either bilingual education or language testing. Manuscripts, with an accompanying abstract, should be sent to: Allene Guss Grognet, Dir of Pubs, CAL, 1611 N Kent St, Arlington VA 22209.

book notices

Transgrammar: English Structure, Style, and Dialects, by Jean Malmstrom and Constance Weaver Glenview, Ill., Scott, Foresman and Co., 1973 400 pp \$6.50

This book is addressed to prospective English teachers and students of the English language. The authors attempt "to foster the attitudes and abilities needed in studying the structure of language" and, "to convince the reader that a knowledge of the structure of English can increase his appreciation of writing style and his respect for dialects other than his own." The first aim actually dominates the book, the second receiving treatment in only the last two chapters.

The book is divided into four parts. Part I deals with structural descriptions of grammar; part II involves early transformational grammar and its emphasis on developing a theory of syntax, almost devoid of semantics; part III studies the various revisions and expansions of the basic model, and part IV is concerned with the practical applications of grammatical theory. Exercises are included at the end of each section.

Studies in Language and Linguistics: 1972-73, edited by Ralph W. Ewton, Jr. and Jacob Ornstein. El Paso, Texas, Texas Western Press, 1972 vii, 252 pp \$5.00

Articles in this volume treat problems of language diversity in the southwest U.S. (although not exclusively) and problems of pure linguistics. The contents are divided into four sections: Pure Linguistics, Applied Linguistics (General), Applied Linguistics (Pedagogy and Classroom Problems), and Sociolinguistics. The section on general applied linguistics contains a paper by Leo Pap which provides a rather comprehensive and unusual overview of the status and scope of the discipline. Bilingualism and biculturalism are also well represented.

The Organization of Phonology, by Stephen R. Anderson. New York, Academic Press, Inc., 1974 xviii, 317 pp \$18.50.

This book is concerned primarily with what constitutes a problem in phonological theory, what evidence is relevant to the solution of such problems, and what sorts of things count as solutions. The author largely accepts Chomsky and Halle's "Sound Pattern of English" as an approach to phonology. Most attention is given to the search for a formal system that allows adequate descriptions of the phonological systems of natural languages. Using a number of examples from a variety of languages, Anderson introduces the concepts of rep-

See Book Notices—15, Col 1

meetings and conferences

- May 2-10 National Conference on the Application of Mathematical Models and Computers in Linguistics, 1st Varna, Bulgaria
- May 3-4 California Linguistics Association Conference, 5th San Jose, CA
- May 7-9. Annual Congress of the French-Canadian Association for the Advancement of Sciences, 43rd New Brunswick, Canada
- May 7-11 National Association for Foreign Student Affairs Washington, D.C.
- *May 8-9. Conference on Dimensions of Bilingualism Theory and Case Studies Urbana, IL [See LR 17.4, p 14]
- May 13-16 International Reading Association New York, NY.
- May 15-17 Canadian Applied Linguistics Association Ottawa, Canada
- May 16-17 Minnesota Regional Conference on Language and Linguistics, 1st Minneapolis, MN
- May 20-24. International Conference on Bilingual/Bicultural Education, 4th. Chicago, IL
- May 22-23 Illinois Conference on Bilingual/Bicultural Education Chicago, IL
- May 26-27 Canadian Association of Semiotics, 4th. Edmonton, Alberta, Canada
- May 26-29 Canadian Linguistic Association Edmonton, Alberta, Canada
- June 6 Conference on Language Learning Flushing, NY
- June 10-13 Workshop on Theoretical Issues in Natural Language Processing Cambridge, MA
- *June 10-18 Conference on Baltic Linguistics Vilnius, USSR
- *June 16-July 30 Summer Program in Linguistics for Teachers of English to Speakers of Other Languages. Washington, DC. [See LR 17.4, p 5]
- June 19-20 Friends of Uto-Aztecan Conference, 3rd Flagstaff, AZ
- *June 19-21 Conference of Asian Studies on the Pacific Coast Honolulu, HI [See LR 17.4, p 14]
- June 20-August 16. Indiana University Slavic Workshop. Bloomington, IN
- *June 22-28 Round Table Meeting of the Mexican Society of Anthropology, 14th, and the Meeting of Anthropologists and Historians of Central America and Mexico, 1st Tegucigalpa, Honduras (Write: Jaime L. King, Sociedad Mexicana de Antropologia, Apartado Postal 660, Mexico 1, DF, Mexico)
- June 23-August 29 Linguistic Society of America Linguistic Institute, 45th Tampa, FL
- June 25-28 International Conference of the Association of Teachers of English to Speakers of Other Languages, 3rd Dublin, Ireland.
- June 30-August 1 Teaching of English for Science and Technology Institute, 1st Seattle, WA
- *July 4-August 8. Summer Intensive Arabic Program Tunis, Tunisia [See LR 17.4, p 5]
- *July 9-August 1. Summer Institute for Spanish-English Bilingual Teachers Quito, Ecuador [See LR 17.4, p 5]
- July 18-20 Colloquium on Hispanic Linguistics, 2nd. Tampa, FL.
- July 25-27. Linguistic Society of America Summer Meeting Tampa, FL
- July 28-30. North American Semitics Colloquium Tampa, FL
- July 30-August 6 International Conference on Methods in Dialectology, 2nd Prince Edwards Island, Canada
- July 30-August 13 German-English Linguistic Institute Exeter, England.
- August 4-6 International Congress of Germanic Studies Cambridge, England.
- August 14-16 International Conference on Salishan Languages, 10th Ellensburg, WA.
- August 17-23 International Congress of Phonetic Sciences, 8th. Leeds, England
- *August 25-29. International Congress of Onomastic Studies, 12th Berne, Switzerland.
- August 25-29. American Sociological Association San Francisco, CA
- August 25-29. International Congress of the International Federation of Modern Languages and Literatures, 13th Sydney, Australia
- August 25-30 International Congress of Applied Linguistics, 5th Stuttgart, West Germany.
- August 30-September 3 American Psychological Association Chicago, IL.
- *September 1-5 World Conference of the International Federation for Information Processing, 2nd Marseille, France [See LR 16:9, p 11]
- *September 3-5 International Child Language Symposium, 3rd London, England.
- *September 9-15 International Congress of Finno-Ugrists, 4th. Budapest, Hungary
- September 15-17 British Association of Applied Linguistics York, England
- *October 2-4. Southern Conference on the Teaching of Foreign Languages. New Orleans, LA.

*Indicates first listing for conference. Complete details on all other entries in the above list will be found in previous issues of the LR

Bilingual Vocational Grants Available

The U.S. Office of Education (USOE) is accepting applications for bilingual vocational project grants. These grants will make new vocational training programs available to persons of limited English-speaking ability and assist these persons in their pursuit of vital occupational categories.

Eligible applicants include local education agencies, state boards of vocational education, colleges and universities, private nonprofit vocational training institutions, and nonprofit organizations especially created to serve a group whose language is other than English. Programs eligible for assistance include: (a) bilingual vocational training programs for persons

who have completed or left elementary or secondary school and (b) training programs for persons who have already entered the labor market who need training to achieve year-round employment, adjust to changing manpower needs, expand their range of skills, or advance in employment.

Applications must be submitted to USOE through state boards of vocational education. Final applications must be received on or before April 11, 1975. Consult the *Federal Register* of March 4, 1975 for more complete information. Direct inquiries and final applications to: USOE, Application Control Center, 400 Maryland Ave SW, Washington DC 20202, Attn: 13.558.

able at a cost of \$5.00 per copy. Make checks payable to NELS V and send to: Ellen Kaisse, Dept of Ling, Holyoke Cntr 851, 1350 Mass Ave, Cambridge MA 02138.

A special issue of *The Canadian Modern Language Review* (31:2, Nov 1974) has been devoted to papers presented at the Federal-Provincial Conference on Bilingualism in Education, held in January 1974 in Halifax, Nova Scotia. The conference focused on the various methods of second language teaching prevalent throughout Canada, with special emphasis on "immersion" programs being developed by school boards. The aim of the conference was to inform participants of recent developments in second language acquisition and to point out the negative as well as positive aspects of implementing various kinds of language teaching programs. For subscription and other information write: P.K. Hambly, Bus Mgr, *The Canadian Modern Language Review*, 34 Bulternut St, Toronto MK4 1T7, Ontario, Canada.

The Institute of Modern Languages (IML) is accepting curriculum material in the field of language instruction at all levels for evaluation with a view toward publication. IML is particularly interested in reviewing programs and manuscripts which expand upon or integrate readily with those *Situational Reinforcement (SR)* publications already available through IML. However, innovative and practical programs as well as more theoretical works will also be given careful consideration. A brief abstract (maximum 250 words) describing the general nature of such materials should be submitted to: Lise Blumberg, Dvlp Coord, IML, 2622 Pittman Dr, Silver Spring MD 20910.

Notes on Cheyenne Linguistics: A Continuing Anthology is a new Cheyenne language publication being produced by Dan K. Alford, a linguist with the Northern Cheyenne Bilingual Education Program. The first issue, which appeared in January, contained the following articles: "Cheyenne's Quasi-15th Phoneme," "The Tšěšk Phenomenon," and "Cheyenne's Algonquian Intrusive-T." Copies are currently available free of charge from: Dan K. Alford, Northern Cheyenne Bilingual Ed Prog, Box 175, Ashland MT 59003.

International Journal Requests New Articles On Language Problems

La Monda Lingvo-Problemo, now in its sixth year of publication, is an international, problem-oriented journal of linguistics, sociology, economics, psychology, law, and other disciplines. LMLP, which is sponsored by the Centre for Research and Documentation on the World Language Problem and published by Mouton, is now requesting articles, notes, and reviews on any aspect of the world language problem and/or its possible solution. (Publication without delay upon acceptance by the Editorial Board has been assured.) Authors interested in submitting manuscripts should write: Richard E. Wood, Chmn, Dept of Lang and Intern'l Studies, Adelphi U, Garden City, Long Island NY 11530.

Subscriptions to the journal are available for \$12.00 a year and may be obtained from Co-Libri, Box 482, The Hague 2076, The Netherlands or from LMLP, Box 105, Pharr TX 78577 (U.S. only) Current subscriptions are for the 1973 volume, with a regular schedule for publication to be resumed by June 1975. Forthcoming articles include: "L'anglisation du Canada (C. Castonguay and J. Marion); "Investigating Language Attitudes The Case of Cameroon" (D. Constable), "The Sociolinguistics of Nationalism" (S.K. Ghosh); "La situation linguistique des Lapons (E.V. Hertenzen), "Language and Loyalty" (J. Pool).



William G. Demmert has been sworn in as the first Deputy Commissioner of Indian Education at USOE. Dr. Demmert, who is a Tlingit/Sioux Indian from Alaska, will administer the Indian Education Act (authorized under Title IV, Public Law 92-318, Education Amendments of 1972) The law, now in its second year of operation, authorizes grants of \$40 million to education agencies, Indian tribes and organizations, and schools. Dr. Demmert has been a program director with the program since its inception.

The Council on Interracial Books for Children has published a special issue of its *Bulletin* (5:7&8) devoted to Chicano materials, especially as they pertain to the bilingual education setting. Copies of the issue may be obtained from: Council on Interracial Books for Children, 1841 Broadway, New York NY 10023.

The Dept of Ling at Harvard U has announced the publication of *The Proceedings of the Fifth Annual Meeting of the Northeast Linguistic Society*, held November 9-10, 1974 at Harvard U. The volume includes papers by Perlmutter and Postal on Relational Grammar, Kuno on Super Equi, Kiparsky on the Feature System, and more on other aspects of linguistics. Copies of the *Proceedings* are avail-

new journals

Language Planning Newsletter. Published by the East-West Center's Culture Learning Institute. Three to four times a year. First issue: February 1975. Editor: Joan Rubin. Subscription free. All correspondence to Joan Rubin, Ed, Language Planning Newsletter, Culture Learning Inst, East-West Cntr, Honolulu HI 96822

This newsletter was developed in response to recommendations made at the Skokloster conference on language planning process held in October 1973 (see LR 16:2 [February 1974]). It will regularly carry the following items. (1) articles describing language planning activities somewhere in the world (including details on the agencies involved in such activities, their goals, and their special implementation and evaluation methods); (2) announcements of meetings, conferences, seminars, and workshops, (3) descriptions of research in progress or recently completed; (4) notices of books and articles, (5) book reviews. Contributions are invited.

ALSED Newsletter. Published by UNESCO. First issue: January 1975. All correspondence to: Div of Structures and Content of Life-Long Ed, ESM, ALSED Prog, UNESCO, 7 place de Fontenay, 75700 Paris, France

This newsletter is being issued in response to recommendations made by participants in a Round-Table Meeting held May 8-10, 1974 at Unesco House in Paris (see LR 17:1 [Jan 1975] p 1). It's principal aim is to make the ALSED (Anthropology and Language Science in Educational Development) program known to a relatively wide audience.

The first issue includes general information on the ALSED program as well as details of the recommendations made at the May meeting. Future issues will focus on current research activities and the application of research findings, experiments in teaching, and proposals for bridging the gap between research and its practical application to teaching techniques as well as reports on conferences, seminars, and workshops, international in scope, which focus on concerns relevant to the program's interests.

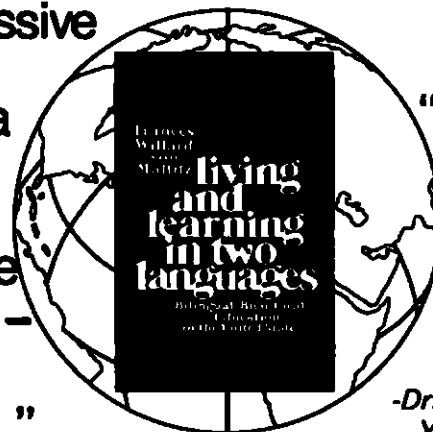
I.A.A.L. Bulletin. Published by the Israel Association for Applied Linguistics. First issue: January 1975. Editors: Ruth Berman and Ben-Zion Fischler. All correspondence to: Ruth Berman, Ling Dept, Tel Aviv U, Ramat AVIV, Israel

The goal of this bulletin is to disseminate information on activities in various areas of applied linguistics in Israel and abroad. Written in Hebrew, the first issue contains the full constitution of the IAAL, which specifies its aims, conditions of membership, and election procedures for officers, as well as an outline of the proceedings

of the 1st IAAL Conference, held in July 1974, and abstracts of lectures presented at the conference

Each issue will provide information on research in progress in Israel; the activities of Israeli organizations involved in some way with applied linguistics; and international meetings, conferences, and seminars of interest to applied linguists (this list appears in English). Resumes of lectures presented at Association meetings, in the form of English translations of abstracts of such lectures, also will be made available to readers upon request.

"...An impressive amount of recent data ...a good addition to the literature on bilingual-bicultural education."



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"Certainly an informative and stimulating treatment!"

-Dr. Joshua Fishman
Yeshiva University

-Theodore Andersson
Professor of Spanish and Education
The University of Texas at Austin.

A fascinating, up-to-date account of one of the most controversial and important educational developments in the United States today: bilingual-bicultural instruction.

Special features include:

- a brief overview of bilingual education regulations, policies, and practices in all 50 states;
- a comparative study of how other

countries deal with their language minorities;

- a glimpse into some bilingual classrooms;
- a report on bilingual-bicultural education for native American Indians;
- a handy Appendix listing the names and addresses of bilingual-bicultural resource and information centers throughout the United States.

These and other special highlights make this book a valuable asset to English and foreign language teachers, school administrators, professional linguists, and government officials.



Scholarly Books/McGraw-Hill Book Co., 1221 Ave. of the Americas, N.Y., N.Y. 10020

conferences, seminars, workshops

The Annual Meeting of the European Linguistics Society will be held April 6-8, 1975 at U Nottingham. The meeting, which will be run jointly with the Spring Meeting of the Linguistics Association of Great Britain, will consist of lectures and discussions of papers concerned with such topics as syntax, intralingual variety and interlinguistic contrast, the status of linguistic science, transformational-generative grammar, historical linguistic, language teaching and learning, language and literature, contrastive linguistics, discourse analysis, and semantics. A detailed program is available from R.R.K Hartmann, Dir, Lang Cntr, U Exeter, Exeter EX4 4QH, England.

A Colloquium on Contemporary Methods of Literary Analysis as Applied to Hispanic Literature will be held April 25, 1975 at York Coll in Jamaica NY. The colloquium—sponsored jointly by York Coll, Anaya-Las Americas Pub Co, and *The Bilingual Review*—will include papers describing or applying different methods of literary analysis such as the archetypal, formalist, linguistic, Marxist, psychoanalytic, or structuralist approaches. Papers will treat various aspects of Hispanic literature, including Spanish-English bilingual texts, and will subsequently be published by Anaya-La Americas. For further information write: Coll Coord, Dept of FL, York Coll, CUNY, 150-14 Jamaica Ave, Jamaica NY 11432.

The Dept of Ling at U Illinois-Urbana will host a conference on **Dimensions of Bilingualism: Theory and Case Studies** on May 8-9, 1975. In addition to two lectures by Joshua Fishman (Yeshiva U) and Charles Asgood (U Illinois), there will be eleven invited papers divided into four sessions: the historical perspective (Henry Kahane and Ladislav Zgusta); case studies of bilingual societies: the US (Rudolph C. Troike and Hugh Matthews), the case of bilingual societies: Asia and Africa (C.C. Cheng, Braj B Kachru, Charles Bird, and E.G. Bokamba); linguistics in bilingualism (Rocky Miranda, Charles Kisseberth, and V. Makkai). For further details write: Dept of Ling, 4088 FL Bldg, U Illinois, Urbana IL 61801.

The Annual Conference of Asian Stud-

ies on the Pacific Coast (ASPAC) will be held June 19-21, 1975 on the Manoa Campus of U Hawaii. Panel sessions tentatively planned for the conference include: Women in Traditional and Modern Asian Cultures, The Economic Development of China, Taoist-Buddhist Studies, Chinese and Japanese Language and Linguistic Teaching Methods, and Education in Japan. For further information contact: Harry J Lamley, Chmn, ASPAC '75 Prog Committee, U Hawaii at Manoa, Asian Studies Prog, Moore Hall 315, 1890 East-West Rd, Honolulu HI 96822.

The Linguistic Society of America (LSA) has a proposal pending with the National Science Foundation applying for funds for a small number of travel grants for the 8th International Congress of Phonetic Sciences and the 4th International Congress of Applied Linguistics. Interested linguists who are US citizens or permanent US residents are encouraged to apply for these grants through the LSA Secretariat before May 1, 1975. Contingent upon positive action by NSF, travel grant applications will be reviewed by the Sub-committee of the Executive Committee on ACLS Travel Grants, with notification to grantees to be mailed by May 16, 1975. The LSA prefers to utilize ACLS travel grant procedures and application forms (see *LSA Bulletin* 62:3 [October 1974], p 27) but will process travel grant applications conforming to NSF requirements. Linguists who have already submitted travel grant applications for these meetings to the LSA for ACLS grants need not reapply. Send applications to: LSA Secretariat, 1811 N Kent St, Arlington VA 22209.

Court Translation Bill Introduced in Senate

A bill requiring translation of federal court proceedings involving non-English speaking Americans has been introduced by Senator John V. Tunney (D-Calif). The bill, which would benefit all non-English speaking groups in this country (including Mexican-Americans, Americans of Puerto Rican descent, Chinese and Japanese Americans, French-speaking persons in Maine and Louisiana, and persons of Cuban extraction residing in the U.S.), would also apply to deaf persons, as provisions call for the interpretation of proceedings by the use of sign language.

The bill requires simultaneous, oral translation of all federal court proceedings in criminal cases, with ordering of consecutive or summary translation in civil cases left to the discretion of the presiding judge. Senator Tunney contends that such a bill is necessary "to ensure equal justice and protect the constitutional rights of millions of Americans who are now discriminated against because of their birth and their linguistic heritage."

PILEI Elects McQuown President at Symposium

At the 7th Symposium of the Inter American Program on Linguistics and the Teaching of Languages (PILEI), Professor Norman McQuown of the University of Chicago was elected PILEI president.

The meeting, which took place in January 1975 in Lima, Peru, was attended by linguists and language specialists from South, Central and North America. The main theme of the symposium was "The Contributions of Linguistics to Social Integration." Individual sessions centered around topics such as the problems of education in one's native language, the problems of bilingual education, the teaching of foreign languages in the Americas, transformational-generative grammar as it relates to Iberoamerican countries, and the impact of current linguistic thought in Iberoamerica.

Lima newspapers carried reports of the symposium in both Spanish and Quechua and stressed the participation of native speakers of indigeneous languages as delegates to the conference.

BOOK NOTICES— from page 11

resentations. Other discussions focus on the formal problems of the structure and interrelation of rules covered by Chomsky and Halle under the heading "notational conventions," problems of the ordering relation among phonological rules, and three areas that seem to constitute current issues in phonology

Handbook of Gestures: Colombia and the United States, by Robert L. Saitz and Edward J. Carvenka. (*Approaches to Semiotics*, 31) The Hague, Mouton, 1972. 164 pp \$21.75

As the title states, this work is an illustrated collection of recognizable adult gestures based on the authors' personal observations in Colombia and the U.S. Arranged alphabetically, the gestures are defined semantically in non-technical language, and range from the very general (ANGER) to the specific (THIEF) in order to reflect the kinds of meaning carried by gestures. They have been further labelled to indicate similarities and differences in Colombian and U.S. gestures. Calling gestures "complexes of motion," the authors draw an analogy to a larger unit of linguistic communication—the sentence which is capable of being analyzed into discrete components—in the hope of stimulating further research. The data already collected here suggest further research in the area is needed, and that it possibly will reveal some sociolinguistic patterns. This edition includes an English-Spanish table of contents, an index which lists the semantic labels plus other content words from the descriptions, and a selective bibliography.

AILA Proceedings, Volume 1: Applied Contrastive Linguistics, edited by G. Nickel. Heidelberg, Julius Groos Verlag, 1974. 307 pp. **Volume II. Applied Sociolinguistics**, edited by A. Verdoort. XVI, 282 pp. **Volume III. Applied Linguistics, Problems and Solutions**, edited by J. Qvistgaard, H. Schwarz and H. Sprang-Hansen. VIII, 655 pp. DM 73.00.

The three volumes in this series contain the proceedings of the Third International Congress of Applied Linguistics, held in Copenhagen in August 1972. The papers contained in Volume I deal with topics such as listening comprehension and error analysis, the acquisition of French pronunciation by speakers of Danish, contrastive parameters, contrastive sentence phonology, nominalization in English and Czech, the actualization of the noun phase in Hungarian and Serbo-Croatian, and pragmatics and contrastive analysis.

Volume II of the series focuses on applied sociolinguistics and contains contributions by Aaron Bar-Adon (Language planning and processes of nativization in the

newly revived Hebrew), Charles A. Ferguson (Sociolinguistic research and practical applications), Joshua A. Fishman (The comparative dimensionality and predictability of attitudinal and usage responses to centralized language planning activity), Roger W. Shuy (Sociolinguistic strategies for teachers in a southern school system), and Rudolph C. Troike (Linguistics and language teaching today).

Volume III contains a representative selection of the remaining papers presented at the Congress. These deal with such topics as directions in language teaching theory and research, regional variation and TESL, cross-cultural biases and language testing, counting frequencies of sentence structures, semantic ordering of verbal complements in Czech and in English, case grammar and language teaching, the acquisition of foreign language grammar by adults, the expanding of the noun phrase in child language, and prescription and description in the training of language teachers.

Semiotics and Human Sign Languages, by William C. Stokoe, Jr. (*Approaches to Semiotics*, 21.) The Hague, Mouton, 1972. 177 pp. \$18.75.

This work treats sign languages as a special class of semiotic systems. It investigates the degree to which sign languages possess the properties of vocal language systems. Sign language used by deaf Americans is analyzed as a semiotic and linguistic system. Recent research on sign languages is reviewed, and criteria for distinguishing sign languages from various speech surrogates and codes with gestural vehicles are included. A near approach to a descriptive grammar of a sign language, the publication takes up the aspects of a unique bilingualism and diglossia and languages in contact—both of which may be transmitted or received simultaneously. Some of the psycholinguistic and sociolinguistic implications of language presented primarily to the eyes instead of the ears are investigated, and sign language's peculiar utilization of time and space is given full consideration.

Cognitive Development and the Acquisition of Language, edited by Timothy E. Moore. New York, Academic Press, 1973. xii, 308 pp. \$16.00.

Various aspects of the relationship between linguistic ability and cognitive development are treated in this volume of thirteen papers. Such scholars as Bowerman, Ervin-Tripp, the Clark's, Berko Gleason, Moskowitz, and Sinclair de Zwart have contributed their efforts. Experimental studies of cognitive development as they relate to language development are included, focusing on the acquisition of semantic categories, developmental changes in memory, differences in speaking styles,

etc. Also covered are different approaches to the study of the development of syntactic structures, the acquisition of phonology, and the Piagetian theory of cognitive development as it relates to language acquisition. The final paper, by Susan Ervin-Tripp, discusses possible strategies and processes by which children learn language during the first two years.

A list of references and an author and subject index, are appended.

The Representation of Meaning in Memory, by Walter Kintsch. (*Experimental Psychology Series*) New York, Halsted Press, 1974. 279 pp. \$14.95.

This volume presents empirical and theoretical investigations of the role of meaning in psychological processes. A theory is proposed for the representation of the meaning of texts, employing ordered lists of propositions. The author explores the adequacy of this representation, with respect to the demands made upon such formulations by logicians and linguists. A sufficiently large number of problems are encompassed by the propositional theory to justify its use in psychological research into memory and language comprehension.

A number of different experiments are reported on a wide variety of topics, and these test central portions of this theory, and any that purports to deal with how humans represent meaning. Among the topics discussed are the role of lexical decomposition in comprehension and memory, propositions as the units of recall, and the effects of the number of propositions in a text base upon reading rate and recall. Additionally, the volume contains a study of retrieval from semantic memory which focuses on a problem of much current research.

Modern Language Teaching to Adults: Language for Special Purposes, edited by M. de Grève, M. Gorosch, C. G. Sandulescu and F. van Passel. (*Collection d'études linguistiques*, 9) Brussels, AIMAV, 1973. 290 pp. \$3.50.

The papers contained in this volume were presented at the 2nd AIMAV Seminar, held April 27-30, 1972 in Stockholm. Topics covered include defining linguistic objectives for the teaching/learning of modern languages for adults, teaching rules and learning roles for languages for special purposes, factor control as a strategy of second/third language teaching, the teaching of modern languages to future teachers of such languages, the role of phonetics and grammar in adult language teaching, the teaching of foreign pronunciation to adults, and the selection of the linguistic content for the VHS-Artificate English for business purposes. While the majority of papers are in English, there are also several in French and German.

grant and fellowship deadlines

Organization	Program	Details in Reporter	Deadline
APS	<i>Grants to Postdoctoral Scholars</i>	Sept. p 5	April 11, Aug 8
Doherty Foundation	<i>Latin American Study Fellowships</i>	Dec., p 4	Open
ERIC Clearinghouse on Urban Education	<i>Graduate Student Awards</i>	Feb. p. 4	Open
Fulbright-Hays	<i>Fellowships</i>	Feb., p 1	Open
Humbolt	<i>Humbolt Research Fellowships</i>	Dec., p 4	Open
IREX	<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	Open
	<i>Grants for Collaborative Projects</i>	Sept., p 4	April 30, Oct 31
NEH	<i>Independent Study and Research</i>	Mar., p 10	June 2
	<i>Research Tools</i>	Dec. p 4	May 6
	<i>Youthgrants</i>	Dec. p 4	April 1
NIMH	<i>Research Project Grants</i>	Jan., p 5	June 1, Oct 1
	<i>Program Project Grants</i>	Jan. p 5	June 1, Oct. 1
	<i>Small Grants</i>	Jan., p. 5	June 1, Oct. 1
	<i>Special Grants</i>	Jan. p 5	June 1, Oct 1
NSF	<i>Doctoral Dissertation Research Grants.</i>	Dec., p 4	Open
	<i>RANN</i>	Nov. p 6	Open
	<i>Scientific Research Projects</i>	Mar., p. 4	Open
	<i>Specialized Research Facilities and Equipment</i>	Dec., p. 4	Open
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The Linguistic Reporter

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

THE LINGUISTIC REPORTER

A Newsletter in Applied Linguistics

Volume 17

Numbers 5-6

May-June
1975

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

ESP FOCUS OF TUNISIAN CONFERENCE

A four-day conference on English for Special Purposes (ESP) in North Africa was held in Hammamet, Tunisia February 25-28, 1975, under the joint sponsorship of the Ford Foundation and the Centre National Pédagogique of the Tunisian Ministry of Education. About 25 participants attended, representing various institutions in Algeria, Libya, Morocco, and Tunisia, together with about 25 observers representing a great variety of international institutions including the Center for Applied Linguistics, the Ford Foundation, the Peace Corps, the American Friends of the Middle East, the English Language Servicing Unit at the University of Khartoum, and the USIS

The participants were welcomed by the Tunisian Minister of Education, Mr. Driss Guiga, by Mr. Taieb Triki, Director of the Centre National Pédagogique, and by Dr. Wilbert J. LeMelle, Representative of the Ford Foundation for North Africa. At the inaugural ceremony, all three hosts stressed the importance of English as the pre-eminent language of science and technology even in primarily francophone countries.

Those working in scientific and technical fields have frequently criticized present English training programs as not geared to their needs and as insufficient to cope with specialties. The purposes of the conference were to further the dissemination of the results of research on English for Special

Purposes (ESP) carried out in England, the United States, and many other areas of the world; to assess the needs for ESP research and instruction in North Africa, and to inform the representatives of institutions in North Africa of the ESP resources available to them.

Four discussion papers were distributed at the beginning of the conference, and sessions were devoted to discussion of the problem raised in them. These papers were: "A Case History of the Teaching of English in a Francophone Country," by David R. Sweetman, Tunisian ELT Project; "The Sound Side of ESP," by George Aspden, Tunisian ELT project; "On Organizing a Language Materials Project," by B. E. (Pablo) Foster, Tunisian ELT Project; and "ESP: Implications for TESOL," by Richard M. Payne, the Ford Foundation, Tunis

Four major lectures were delivered and discussed. Mr. Melvin J. Fox, the Ford Foundation, New York, spoke on "Language and Development," and traced the historical evolution of language programs related to national development. Professor Max Gorosch, the Copenhagen School of Economics and Business Administration, spoke on "Methods and Goals of ESP," a plea for consideration of psychological, psycholinguistic, and human contexts in English teaching. In his lecture "What Purpose to ESP?", Professor J. M. Sinclair, University of Manchester, stressed the importance of using natural and realistic language materials in the classroom rather than artificial and useless sentences such as "There are flowers in my garden." The lecture by Dr. J. Ronayne Cowan, University of Illinois, was entitled "Considerations in the Planning and Implementation of ESP Programs," and was a detailed,

SEE ESP-10, Col 3

Ford Foundation Names African Representative

Melvin Fox has been named Ford Foundation Representative for West Africa. Mr. Fox, who has been with the Foundation for twenty-three years, has always had a deep interest in the role of language in human achievement and has been active in the field of language and linguistics for many years. His involvement with Foundation activities in Africa began in 1956, and his recently issued report—*Language Education in Developing Countries. The Changing Role of the Ford Foundation*—highlights his concern with this area of the world. In his new



Melvin Fox of the Ford Foundation

post, Mr. Fox will be headquartered in Lagos, Nigeria

The Ford Foundation's activities in West Africa extend to twelve countries, including Cameroon, Ghana, the Ivory Coast, Liberia, Nigeria, Senegal, and Zaire. Areas focused on include education, educational research, development of local capacities for training educators, testing problems related to language, management training for business and public service, and family planning.

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IIE Sponsors French Assistantship Program

The Institute of International Education (IIE) and the Bureau of Educational and Cultural Affairs of the Department of State, in cooperation with the Office National des Universités et Ecoles Françaises in Paris, will again administer the French Language Teaching Assistant Program (FLTA) for the 1975-76 academic year. The aims of this program are: (1) to help U.S. institutions broaden and enrich their French teaching capabilities through the use of native speakers, i.e. students on American campuses are offered daily encounters and interaction with a foreign language and culture by exposure to a native informant in their own age group and (2) to permit French university students majoring in English and American studies to spend a year in the United States working in their specialty

Candidates for assistantships will be chosen initially by the Office National, with IIE/New York making the final selection of students according to their background and experience and the particular needs of participating U.S. institutions.

Approximately 40-50 French university students have been assisting in language departments each year since the program's inception in 1968. These students have been placed in junior colleges, universities, and private secondary schools, depending on their academic level, experience, and interests.

Detailed information on the FLTA program may be obtained from: Inst of Intern'l Ed, 809 UN Plaza, New York NY 10017

BILINGUAL CONFERENCE RESOLUTIONS

The following resolutions were presented and approved during the Inter-American Conference on Bilingual Education organized by the Center for Applied Linguistics and the Council on Anthropology and Education, which was held in Mexico City during November 1974 (see LR 17:2, p. 1). Resolutions were introduced by participants representing the Spanish-speaking division of the Council on Anthropology and Education (CAE), the indigenous bilingual teachers of Mexico, and a group of teachers from Arizona.

Opening Statement (Steven F Arvizu, Activities Coordinator) "We firmly declare our support of people in various countries who suffer educational oppression because they have a different language or culture. Believing that when one of us suffers, all suffer, our concern is not limited by political, national, or ethnic boundaries. The following resolutions were prepared by various groups during the course of the Conference"

Resolutions of the CAE (Carlos Muñoz)

(1) Whereas, anthropology as a discipline supports the notion of respect for cultural differences, and (2) Whereas, it has been acknowledged and established through symposia sponsored by the Council on Anthropology and Education and the Center for Applied Linguistics at the 1974 annual meeting that bilingualism and biculturalism are worldwide phenomena, and (3) Whereas, the Council on Anthropology and Education is encouraging the application of sound anthropological and educational principles to contemporary problems, and (4) Whereas, a number of participants in sessions at this meeting, voicing concerns of their respective communities, have identified the following principles as essential to resolving contemporary problems involving

bilingual-bicultural education. *Therefore, be it resolved that the Council on Anthropology and Education go on record supporting the following resolutions*

(1) That every individual has the right to education and the right to receive services in his native language (2) That the programs developed in education, health, and social services in bilingual-bicultural situations be carried forward with due respect, knowledge, and understanding, not only of the culture of the larger society, but also of the culture and language of the local community. (3) That the community being served participate in the planning, decision making, implementation, and evaluation of B/L-B/C programs and services and the individuals and/or organizations charged with their implementation be accountable to that community

Resolutions of the Bilingual Teachers of Mexico (Abelardo Torres Cortes)

(1) We believe, along with many specialists, that bicultural-bilingual education is the most appropriate vehicle for teaching indigenous groups (2) Bicultural-bilingual education should be based on the experiences and desires of the indigenous community (3) The professional training of bicultural-bilingual teachers should be carried out in accordance with the diverse methods and procedures of active education, eliminating traditional and pedagogical approaches. We understand active education to mean that advocated by educators such as Freire, Freinet, Montessori, etc (4) Instructional materials should express the specific bicultural-bilingual conditions of the indigenous group, with absolute respect for its cultural uniqueness and human dignity (5) The rank and salary of a bicultural-bilingual teacher should be in accordance with his professional training His knowledge of a second language should place him at the level of teachers who speak other second languages

Resolutions of the Teachers from Arizona (Arminda Fuentesvilla)

Resolved. (1) That training programs for bilingual teachers include courses given in the language of the ethnic group in question. (2) That bilingual education be recognized as a *continuing educational process* encompassing all levels of education, from the preschool level to post-graduate study, in accordance with the situation in each region

CAE unanimously adopted the following resolution at its 1974 annual meeting: "Resolved that the Council on Anthropology and Education thank the organizations and individuals for their help in making possible the Inter-American Conference on Bilingual Education."

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

The Linguistic Reporter, the Center's newsletter, is published nine times a year, monthly except June, July, and August Editor Allene Guss Grognet, Associate Editors Marcia E Taylor and Diane Bartosh Annual subscription, \$4 50; air mail, \$9 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

Special Report: On the Learning of Languages

The following article is excerpted with permission from the Ford Foundation Letter, Vol. 6, No 2, April 1, 1975, pp. 2-3

The centrality of language to human experience has been apparent at least since *The Book of Genesis* described the Tower of Babel and its attendant chaos. Not only is language the principal means of transmitting culture, but it is the most powerful force for cohesion in all human communities and for integrating its new members. An adequate command of language is essential for the growth of intellect and personality and thus for human achievement. . . .

As the medium through which knowledge and traditions are transmitted, language has special significance for Third World countries bent upon accelerating their social and economic development and finding their cultural identity. In the more than twenty years that the Ford Foundation has been working on language development in the United States and overseas, several significant changes have occurred. Initially many developing countries sought to strengthen the teaching of English as a second language on the assumption that it was of critical importance to gain access to the science and technology of the West. . . .

English-as-a-second-language programs grew rapidly throughout the 1950s and 1960s, aided initially by the Fulbright program, which sent American professors abroad as English teachers, and subsequently by other government programs. As the largest private source of support in the language field, the Foundation over the past two decades has aided language teaching and research programs, not limited to English-as-a-second-language, in thirty-eight countries of Asia, Africa, Latin America, and the Middle East as well as in Canada, England, and Europe. Including programs to teach unfamiliar languages in U.S. universities, Foundation support of the field has totaled some \$40 million.

Language and Education

Beginning in the late 1950s a shift away from English and toward local languages began in many Third World countries as the education base was expanded and more and more children

who did not speak the dominant language entered primary schools. . . .

This greater emphasis on local and regional languages was accompanied by a greater awareness in the developed countries of the critical role played by language in the formation of individual and group identities and in learning. In the United States language barriers to effective learning were identified as significant elements in depriving minority groups of the ability to become full participants in society. This concern has been reflected in the increased government funding to bilingual programs. . . .

In the early 1960s Dade County, Florida, experimented with Foundation assistance with one of the first bilingual education programs to accommodate the large inflow of Cubans. The right of children to be schooled in their mother tongue has since been legislated by Congress into law in the Bilingual Education Act of 1968 and affirmed by the U.S. Supreme Court in a case involving non-English-speaking Chinese in San Francisco (*Lau v. Nichols*).

Applied Linguistics

A key American institution for coordinating many of the private and governmental efforts in language development over the past fifteen years has been the Center for Applied Linguistics in Washington, D.C. In its earliest days, the center was a clearinghouse for information about the application of linguistics to the teaching of English as a second language, as well as the "exotic" and other foreign languages then getting increased attention in U.S. schools. The center sponsored a series of studies for teachers comparing English with the five major foreign languages taught in the U.S., and undertook a world survey of the extent to which Third World nations were dependent upon another language for educational and other basic functions.

As the realization spread of the decisive importance of local and regional languages, the center began shifting its emphasis from the teaching of English to a broader concern with language as it relates to political, social, and educational development. It also began focusing more on problems of non-English or non-standard English-speak-

ing minorities in the U.S. For example, the center has advised the San Francisco school system on the preparation of bilingual and bicultural education programs to comply with the Supreme Court decision. It also carries out research on the varieties of English spoken by black Americans. The center continues to serve as a clearinghouse and source of information on language-related problems in education and sponsors conferences and develops materials for training school personnel and evaluating programs. . . .

The increased emphasis being given by linguists, with the help of sociologists and other social scientists, to the social settings in which language is used has also highlighted the need for more careful planning and implementation of national language reforms. For example, last year Indonesia created a National Center for Language Development charged with overseeing the development of Indonesian as the national language [and] the preservation of provincial languages. . . .

Language Study Centers

Other countries have also increased their capacity to analyze and deal with their own language development problems. Many have established with Foundation and other international assistance national centers for the study of language, among them the Language Study Center of the Philippine Normal College, the Central Institute of Indian Languages, the University of Dakar (Senegal) Center for Applied Linguistics, and the Center for Research in Applied Linguistics of the National University of San Marcos in Peru.

Staffed by skilled local linguist/educators, these centers study the role of language in their nations' development, devise new training methods, and where necessary cultivate local languages so that they can carry the concepts necessary for social, political, and technological development. . . .

Over the past twenty years there has been a widespread realization of the centrality of languages to group and national development, and an increasing determination to work on the problem. A significant bond has thus been created among all countries, at whatever point they may be on the scale of development.

A Bilingual Education Program for Micronesia

by Donald M. Topping

[Donald Topping is director of the Social Sciences and Linguistics Institute, University of Hawaii at Manoa.]

Yet another bilingual education training program has appeared in the United States. What distinguishes this one from the others are (1) its area focus on Micronesia, (2) some Micronesia-specific problems, and (3) the ultimate goals of education in Micronesia. This latter concept forms the underlying theme of the training program.

The Micronesians speak 11 distinctly different languages, plus a multitude of dialects. In addition to the "nuclear" Micronesian languages of the Marshall and Eastern Caroline Islands, there are the Philippine-type Chamorro and Palauan, two Polynesian languages, and aberrant Yapese. Micronesia has been colonized at various times since the 16th century by Spain, Germany, Japan, and the United States, the latter by a United Nations "trusteeship" arrangement since 1947. (Hence the official name "Trust Territory of the Pacific Islands.")

Some of the Micronesia-specific problems are self-evident from the above information: the large number of languages for a small population, the linguistic and cultural diversity of a supposed political unit, the vast distances between the islands (even those of a single district), and the history of different types of colonial education. Literacy has not been a tradition. Among those who can read and write (mostly older people), there is very little consistency in the spelling systems. In addition to these Micronesia-specific problems, there are the usual ones of lack of trained teachers, lack of materials, and the perennial lack of money.

The training program which was initiated at the University of Hawaii under the auspices of the Social Sciences and Linguistics Institute was conceived to cope with the above problems as much as possible. The project began in 1971 when the Trust Territory Government contracted with the University of Hawaii to conduct extensive research on all of the languages of Micronesia, to train Micronesian linguists, to produce intelligible reference grammars and bilingual dic-

tionaries, and to help devise linguistically sound practical writing systems which would be evaluated and formally adopted by an Orthography Committee in each language community.

Except for the final publication of the finished documents, these goals have been pretty well met. Two of the language communities are still debating the official spelling system. Approximately 25 Micronesians took linguistics training, with five taking BA's and one an MA in linguistics. Much of the training was on a "counterpart" system with the trained linguist and the native speaker working together in discovering the structure of the language. One reference grammar (Chamorro) and two dictionaries have been published already, and the remaining 18 volumes will appear this year.

The second phase of the project began in September 1974 when six graduate students in linguistics or English as a Second Language went to six different fledgling bilingual education programs (one per district) in Micronesia to spend the fall semester. Their objectives were: (1) to work in all phases of the bilingual programs in order to gain thorough familiarity; (2) to learn as much of the language as possible during their four-five month stay; and (3) to have the experience of working with their Micronesian counterparts who would join them for the year-long study/training program which began at the University of Hawaii in January 1975.

There are now 30 Micronesian students in the program who are enrolled as regular students at the University of Hawaii. Their course of study during the first semester includes an overview of bilingual education programs in various parts of the world, a survey of theories on the teaching of reading, and a pair of courses in the structure of English and the structure of their respective native language (of which there are seven spoken by the current group of students). The course which focuses on the native language is being conducted in very small groups, almost on a tutorial level, and the goals are to learn general linguistic concepts with particular reference to the student's own language and English.

During the summer and fall semesters the students, and their graduate

assistant counterparts, will move into courses that relate to the development and use of new materials designed for use at various grade levels in Micronesian schools. The materials range from primary readers to school grammars which will include activities designed to impart grammatical concepts about Micronesian languages to the students of various grade levels. The program also includes elective courses—the only ones not specifically designed for the Micronesian students.

There is an additional one-hour seminar which is reserved for open topics. Once a week the entire group of staff and students will meet to discuss a wide range of topics all relating to the question of the goals of education in Micronesia and possible alternative systems of education in Micronesia.

The future of Micronesia is going to be influenced to a large extent by the education system that is finally adopted. The system that has been followed since 1947 is largely an American system. If Micronesians want continued Americanization of their islands (which is coming more and more into question), then their efforts should probably be directed towards strengthening the education system they now have. On the other hand, if Micronesians are considering some alternative future for their islands, then an alternative system of education, based in large part on traditional customs and values, should be considered. These are the types of questions that will be considered throughout the duration of the training program through the weekly seminar.

While this training program shares some of the features of other bilingual education training programs being conducted elsewhere in the world, it is unique in that it was designed by Micronesians to meet their own needs as they see them. It is also distinct in that it is based directly on the four preceding years of research, much of it conducted by Micronesians, on Micronesian languages. It is hoped that this model can serve as a prototype for other areas of the Pacific where the people are facing the question of alternative educational systems which will better serve the communities that are trying to determine their own post-colonial futures.

linguists wanted

Note: A fee of \$10.00 is charged for each listing of positions available at institutions. Payment may accompany entry or the school or department can be invoiced for that amount. Institutions desiring to advertise their openings in the LR should submit their entries to the Editor by the fifth of the month preceding the month of publication. The LR reserves the right to edit all position descriptions.

The Ling Dept at Brown U has an opening for an Inst or Asst Prof to teach lang and lit in its Chinese prog. Candidates should be fluent in Northern Mandarin and experienced in teaching Chinese PhD or equivalent required. Write James J Wrenn, Box E Brown U Providence RI 02912. Note: This position was previously announced as a temporary appointment.

Tufts U has a vacancy for an Asst Prof to teach Spanish, courses on ESL and applied and contrastive linguistics. PhD required. Send applications to James B Wadsworth, Dept of Romance Langs, Tufts U Medford MA 02155.

U Texas at San Antonio is seeking a Spec in Bicultural Studies at the Asst or Assoc Prof level to teach cultural content courses related to Spanish and English langs. Qualifications include PhD, expertise in cultural anthropology, education, and Mexican-American and Anglo cultural history; classroom experience, fluency in Spanish and English, and familiarity with the cultural context of the southwestern U S. Direct inquiries to Albar A Peña, Dir Div of Bicultural/Bilingual Studies, U Texas at San Antonio, 4242 Piedras Dr East, San Antonio TX 78285.

USIA has several openings for experienced male TEFL teachers in Riyadh, Saudi Arabia beginning July 26 1975. Degree in TEFL linguistics, or English required. Resumes should include university transcripts and three persons (names and addresses) to contact for letters of recommendation. Write Saudi Arabia Program on lower left corner of envelope and send to Eng Tchng Staff USIA-ICS/CE-Rm 212 1750 Pennsylvania Ave NW, Washington DC 20547.

Teachers Coll, Columbia U is accepting applications for the position of Asst Prof in second lang learning and bilingual ed. Qualifications include PhD, experience in second lang learning including directing field-based TESOL and bilingual prog teaching and research in second lang materials and curriculum, and principles and methods of second lang instruction. Persons with bilingual experience in English and Spanish are preferred. Applications should be sent to Robert Bone, Chmn Dept of Langs Lit Speech and Theatre Teachers Coll, Columbia U, New York NY 10027.

U Kansas anticipates a position for a Spec in North American Indian langs in fall 1975. Candidates should hold the PhD or be able to assure early completion, have a strong background in

American Indian langs, and be able to teach basic courses in phonology and syntax. Applicants will be considered for any rank. Address inquiries to David A Dinneen, Chmn Dept of Ling, U Kansas, Lawrence KS 66045.

Georgetown U is seeking an instructor of EFL in its intensive English program. In addition to classroom teaching, the position will involve curriculum and/or materials development, testing, and other responsibilities. MA in TESOL or applied linguistics and equivalent of three years experience required. Applications should be sent to William E Norris, Head, Div of EFL, School of Lang and Ling, Georgetown U, Washington DC 20057.

U Washington has an opening for a person to study the development of phonological production in normal and certain linguistically-impaired (Down's syndrome or hard-of-hearing) children and infants. The position is for one-three years under an NIH contract. PhDs or MAs should contact D Kimbrough Oller, Sr Research Assoc, Child Dvlp and Mental Retardation Cntr, U Washington - WJ-10, Seattle WA 98195.

U.S. Association Formed For Hungarian Educators

The American Hungarian Educators' Association (AHEA) was formed last November during the 2nd Hungarian Congress held in Cleveland, Ohio. Still in its formative stages, the Association is open to all educators who are of Hungarian origin (regardless of their subject field), who teach Hungarian or are active in related fields, and who are or have been involved in research on Hungarian topics.

The purposes of AHEA will be to: (1) provide educators with the opportunity to discuss common problems; (2) provide for the possibility of organizing groups within educators' other professional organizations; (3) further Hungarian and related studies in American and Canadian institutions of learning; (4) promote and participate in cooperative and scholarly ventures which pertain to the Association's goals; and (5) maintain and support Hungarian education at all levels. A constitution and bylaws will be formulated at the 1975 meeting of the Hungarian Congress. More information may be obtained from: Enikő Molnár Basa, Acting Pres, AHEA, 707 Snider Ln, Silver Spring MD 20904.

New Director Named At Bourguiba Institute Of Modern Languages

Dr. Mohamed Maamouri has been appointed Director of the Bourguiba Institute of Modern Languages in Tunis, Tunisia. Dr. Maamouri, a graduate of the University of Tunis, took his MA and PhD at Cornell University. Since his return to Tunis, he has played an active role in the development of English language teaching and linguistics in Tunisia and North Africa. In addition to heading the Bourguiba Institute, Dr. Maamouri is on the staff of the University of Tunis English Department and the Center for Economic and Social Studies. He has also acted as a Ford Foundation consultant for language projects in the Maghreb.

Founded by the US Government in 1956, the Bourguiba Institute has now been integrated into the university system. Courses in a number of languages (Modern Standard Arabic, Colloquial Arabic, French, German, Italian, Russian, Serbo-Croat, etc.) are taught but more than half of the enrollment is in English (3,500 students annually). The Institute has been primarily an evening language school with intensive and language for special purposes courses offered apart from regularly scheduled classes, but a recent government decree has now established a new program for which credit both at the university and in the civil service sector may be obtained. The Institute has offered a model of modern and effective language teaching and has been influential both in Tunisia and throughout the Maghreb.



Dr. Mohamed Maamouri

Editor's Note: In an attempt to provide more advance notice for certain grant deadlines, the information listed below is based on the 1974-75 academic year. The editors have assumed that the requirements and dates will not vary to a large extent.

ACLS Grants-in-Aid. Grants made exclusively for the advancement of specific research programs in progress. Previous deadline: September 30th. Write. Office of Fellowships and Grants, ACLS, 345 East 46th St, New York NY 10017.

IREX Ad Hoc Grants. Small grants 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 East European Countries. Previous deadline. September 30th. Write. IREX Board, 110 East 59th St, New York NY 10022.

The American Inst of Indian Studies has announced the availability of grants for study in India through its Advanced Language Training Program in India: 1975-76. The program is open to U. S. undergraduate and graduate students who have had a minimum of two years of classroom instruction in Hindi, Marathi, Tamil, or Urdu

Training will be administered in India by Inst staff, with formal lang studies being provided by Indian universities or other teaching institutions. Instruction will include structured classroom situations, small groups, and private tutorials. Only students willing to abide by Indian institutional requirements and willing to adapt to Indian living conditions are encouraged to apply.

The Inst will charge an administrative overhead fee of \$200.00 for grantees from nonmember institutions. Grants will be awarded on a competitive basis, and will include roundrip air transportation and a maintenance allowance sufficient to cover living expenses. *The program is contingent upon funding by the Office of Education, HEW.* Applications and information are available from: American Institute of Indian Studies, 1130 East 59th St, Chicago IL 60637.

The National Science Foundation (NSF) has announced the award of 550 Graduate Fellowships to students in the sciences, mathematics, and engineering. Of these, 6 were given to graduate students in linguistics. Recipients of these fellowships were: Richard W. Barrett (U London); Mark A. Mandel (UC-Berkeley); John J. McCarthy (MIT); Todd Sjoblom (MIT); Henry S. Thompson (UC-Berkeley); and Judith W Wang (U Hawaii).

NSF graduate fellowships carry a stipend of \$3,600 per year in support of a total of 3 years of full-time graduate study. Fellowships may be used over a five year period. The next deadline for application should be either November or December 1975. For further information request a program announcement (E-75-12) from: Fellowship Office, Nat'l Research Council, 2101 Constitution Ave, NW, Washington DC 20418.

African Character Set Includes 95 Languages

Under the auspices of the National Academy of Sciences' Commission on International Relations, an African Character Set has been developed which defines those special characters peculiar to the major African languages (from Acoli to Zulu—95 languages in toto), and which are unknown to European languages.

Thirty-four characters are listed in alphabetical order. Some graphics are used both as capital and small letters—and as a rule have been coded as small letters. This arrangement facilitates automatic conversion from one case to another since capital letters of a character differ only in one bit. Digraphs used by some African languages are treated like two letters. The primary source used for development of the set was *A Practical Orthography of African Languages* published in 1930 by the International African Institute.

More information on the character set and its development may be obtained by writing: Ernst Kohl, Bavarian State Library, D-8000, Munich 34, Abhofach, West Germany.

Language Surveys in Developing Nations: Papers and Reports on Sociolinguistic Surveys, edited by Sirarpi Ohannessian, Charles A. Ferguson and Edgar C. Polomé. Arlington, Va., Center for Applied Linguistics, 1975. vi, 227 pp. \$8.50.

The majority of the papers in this volume were presented at a conference on sociolinguistically oriented language surveys organized by the Center for Applied Linguistics and held September 6-7, 1971. The conference, which was supported by a grant from the Ford Foundation, was designed to review the role and function of language surveys in light of experience gained principally from the *Survey of Language Use and Language Teaching in Eastern Africa*.

In addition to general papers dealing with the scope, problems, uses, organization, and techniques of surveys, there are descriptions of specific surveys in such areas as Ghana, the Philippines, Honduras, and various countries in Eastern Africa. In most cases an attempt has been made to keep the papers as non-technical as possible, therefore making them of interest and use to the educated layman.

Since sociolinguistic surveys can have a great impact not only on the areas in which they are conducted but on areas still in need of such surveys, the papers in this volume are doubly important. They seek both to inform the reader of general survey techniques and to illustrate some of the problems which, through retrospective views of specific surveys, can be avoided.

English-Language Policy Survey of Jordan: A Case Study in Language Planning, by William Harrison, Clifford Prator, and Richard Tucker. Washington, D.C., Center for Applied Linguistics, 1975. xlii, 236 pp. \$8.50.

This intensive investigation of English language policy in Jordan was undertaken in 1972 with the support of the Ford Foundation and the cooperation of the Jordanian Ministry of Education. It is a unique document both in its

See CAL—17, Col. 3

news briefs

The Oneida language—a language which is rapidly becoming extinct—may be preserved by a federally-funded project currently in operation in four Wisconsin school districts. The project, which is presently aimed at area first grade students, is designed to teach Oneida children their native language. Project activities focus on curriculum development with extensive use of audio-visual material. Those interested in further information should contact Jack Campisi, SUNY-Albany, Albany NY 12203.

The next issue of the *Florida FL Reporter*—Volume 12 (Nos. 1 & 2) 1974—is scheduled for publication in Summer 1975. Articles currently expected to appear in this issue include: "Can Standard English Be Taught?" (Richard R. Day); "The American Koine—Origin, Rise, and Plateau Stage" (J. L. Dillard); "Identity, Equality and Standard Language" (Ian F. Hancock); "Issues in the Teaching of Standard English" (Albert H. Marckwardt); "Language Altitude Studies: A Review of Selected Research" (James F. Ford). Prepublication price: \$7.50. For further information write: *Florida FL Reporter*, 801 NE 177th St, N Miami Beach FL 33162.

The 1975 LSA Linguistic Institute has been provided a grant from the International Research and Exchange Board (IREX) to underwrite travel and expenses for a select number of distinguished Soviet and East European scholars. To date the following have accepted invitations to participate in the Institute under the IREX collaborative project grant: Ivo Osolobe, Czechoslovakia; Elmer Hankiss, Özséb Horányi, and Janos Kelemen, Hungary; Maria Mayenova, Jerzy Pelc, and Barbara Stanosz, Poland; Solomon Marcus, Rumania; Thomas Gamkrelidze and S. K. Šaumjan, USSR; and Milka Ivić, Yugoslavia.

Stanford U has established a special PhD Program in Bilingual (Bidialectal)/Bicultural Education. The program which is interdisciplinary in nature is designed to train educators and researchers who expect to be involved in education of children who speak a

meetings and conferences

- *June 2-July 11 Bicultural Bilingual Summer Institute San Antonio, TX [See LR 17 5-6, p 11]
- *June 4-7 Canadian Association of Slavists Edmonton, Alberta, Canada
- *June 4-7 Canadian Association of South Asian Studies Edmonton, Alberta, Canada
- June 6 Conference on Language Learning Flushing, NY
- *June 6-8 Specialist Conference on Less Commonly Taught Languages, London, England [See LR 17 5-6, p 11]
- *June 9-12 ECS National Assessment Conference Boulder, CO [See LR 17 3-9, p 11]
- June 10-13 Workshop on Theoretical Issues on Natural Language Processing Cambridge, MA
- June 10-18 Conference on Baltic Linguistics Vilnius, USSR
- June 18-July 30 Summer Program in Linguistics for Teachers of English to Speakers of Other Languages Washington DC
- *June 16-August 23 Monterey Institute of Foreign Studies Summer Session Monterey CA [See LR 17 5-6, p 11]
- June 19-20 Friends of Uto-Aztecan Conference, 3rd Flagstaff, AZ
- June 19-21 Conference of Asian Studies on the Pacific Coast Honolulu, HI
- June 20-August 16 Indiana University Slavic Workshop Bloomington, IN
- June 22-28 Round Table Meeting of the Mexican Society of Anthropology 14th, and the Meeting of Anthropologists and Historians of Central America and Mexico, 1st Tegucigalpa, Honduras
- June 23-August 29 Linguistic Society of America Linguistic Institute, 45th Tampa, FL
- June 25-28 International Conference of the Association of Teachers of English to Speakers of Other Languages, 3rd Dublin, Ireland
- June 30-August 1 Teaching of English for Science and Technology Institute 1st Seattle WA
- July 4-August 8 Summer Intensive Arabic Program Tunis, Tunisia
- July 9-August 1 Summer Institute for Spanish-English Bilingual Teachers Quito, Ecuador
- July 18-20 Colloquium on Hispanic Linguistics, 2nd Tampa, FL
- July 25-27 Linguistic Society of America Summer Meeting Tampa, FL
- July 28-30 North American Semiotics Colloquium, Tampa, FL [See LR 17 5-6, p 11]
- *July 28-August 3 International SIB Seminar on Foreign Language Teaching London, England [See LR 17 5-6, p 11]
- July 30-August 6 International Conference on Methods in Dialectology, 2nd Prince Edwards Island, Canada
- July 30-August 13 German-English Linguistic Institute Exeter, England
- August 4-6 International Congress of Germanic Studies Cambridge, England
- August 14-16 International Conference on Salsahan Languages, 10th Ellensburg, WA
- August 17-23 International Congress of Phonetic Sciences, 8th Leeds, England
- *August 25-29 Australasian Universities Language and Literature Association Sydney, Australia [Write R. White, Dept of French, U Sydney, Sydney NSW 2008, Australia]
- August 25-29 American Sociological Association San Francisco, CA
- August 25-29 International Congress of Onomastic Studies, 12th Berne, Switzerland
- August 25-29 International Congress of the International Federation of Modern Languages and Literatures, 13th Sydney, Australia
- August 25-30 International Congress of Applied Linguistics, 5th Stuttgart, West Germany
- August 30-September 3 American Psychological Association Chicago, IL
- September 1-5 World Conference of the International Federation for Information Processing, 2nd Marseilles, France
- September 3-5 International Child Language Symposium, 3rd London, England [See LR 17 5-6, p 11]
- *September 8-12 Round Table on Audio-Visual Teaching Methodology as Applied to Modern Languages Poitiers, France [Write Société des Professeurs de Russe, 9 rue Michelet, 75008 Paris, France]

speech variety other than standard English, including Mexican American Spanish, Black English, etc. Program participants are required to take general courses in curriculum and teacher education, behavioral sciences, normative studies, and inquiry skills (including at least one course in statistics), as well as specific courses in bilingual education, language teaching methods, bilingualism, and cultural pluralism. Those desiring to enter the program must have an MA or PhD minor in some area outside Education, including Psychology, Ethnic Studies,

Language and Literature, and Linguistics, among others. For further information write: Robert L. Politzer, School of Ed, Stanford U, Stanford CA 94305

The American Indian Law Center of the U New Mexico Law School has published a special issue of *American Indian Law Newsletter*, Vol 7, No 11 is entirely devoted to the "UN Study of the Problem of Discrimination Against Indigenous Populations" and contains the study itself, the U.S. response to the Secretary-General, and the Ameri-

meetings and conferences

- September 9-15 International Congress of Finno-Ugrists, 4th Budapest, Hungary.
- September 15-17 British Association of Applied Linguistics York, England
- *September 22-25. New York Academy of Sciences Conference on the Origins and Evolution of Language and Speech New York, NY (Write NY Academy of Sciences, 2 E 63rd St, New York, NY 20021)
- *September 22-25 Aslib Conference, 49th Durham, England (Write Aslib, 3 Belgrave Sq, London SW1X 8PL, England)
- *September 22-28 Colloquium on French Syntax and Semantics Montreal, PQ, Canada (Write Monique Lemieux-Nièger, Dept of Ling, U Quebec, CP 8888, Montreal, PQ H3C 3P8, Canada)
- October 2-4. Southern Conference on the Teaching of Foreign Languages New Orleans, LA
- *October 9-11 American Association for the Advancement of Slavic Studies Atlanta, GA (Write George Kalbous, AAASS, Rm 254, 190 W 19th, Ohio St U, Columbus, OH 43210)
- *October 29-30 American Society for Information Science Boston, MA
- *October 31-November 1 Autumn Meeting of the Linguistics Association of Great Britain York, England (Write R. B Le Page, Dept of Ling, U York, York, England)
- *November 3-4 Colloquium on Plurilingualism at the University Louvain, Belgium (See LR 17 5-6, p 11)
- *November 4-7 Acoustical Society of America San Francisco, CA
- *November 5-8 Middle East Studies Association Louisville, KY (Write A. K Fardows, Dept of Pol Sci, U Louisville, Louisville, KY 40208)
- *November 6-9 Midwest Modern Language Association Chicago, IL (See LR 17 5-6, p 11)
- *November 13-15 Linguistic Association of the South and Southwest San Antonio, TX
- *November 14-15 George Mason University Biennial Foreign Language Symposium, 3rd Fairfax, VA (See LR 17 5-6, p 11)
- *November 21-24 American Speech and Hearing Association Washington, DC
- *November 27-29 National Council of Teachers of English, 85th San Diego, CA
- *November 27-30 International Congress of Foreign Language Teachers, 14th Washington, DC
- *November 27-30 American Association of Teachers of German Washington, DC
- *November 27-30 International Congress of the Fédération Internationale des Professeurs de Langues Vivantes, 12th Washington, DC (Write Secrétariat Général, FIPLV, Postfach 544, D-355 Marburg II, West Germany)
- *November 27-30 American Council on the Teaching of Foreign Languages, 8th Washington, DC
- *December 2-6 Conference on American Indian Languages, 14th San Francisco, CA
- *December 2-6 American Anthropological Association, 74th San Francisco, CA
- *December 13 Association for Literary and Linguistic Computing, 2nd London, England (Write J Smith, 6 Sevenoaks Ave, Heaton Moor, Stockport, Cheshire SK4 4AW, England.)
- *December 28-31 International Congress of the Fédération Internationale des Professeurs de Français New Orleans, LA. (Write Secrétariat Général, FIPF, Centre International d'Etudes Pédagogiques, 1 avenue Leon-Journalt, 92310 Sevres, France)
- *December 28-29. Modern Language Association, 90th San Francisco, CA
- *December 27-29 American Dialect Society San Francisco, CA
- *December 27-30 Speech Communication Association Houston, TX
- *December 27-30 American Association of Teachers of French New Orleans, LA
- *December 28-30 American Association of Teachers of Spanish and Portuguese Chicago, IL
- *December 28-30 American Philological Association Washington, DC
- *December 28-30 Linguistic Society of America, 50th San Francisco, CA

*Indicates first listing for conference Complete details on all other entries in the above list will be found in previous issues of the *Linguistic Reporter*

obtained either from British Council offices or by writing directly to the universities concerned. (See LR 16:8 for a complete description of the last course directory.) To receive copies of the Brief List write: The British Council, Eng Teaching Info Cntr, State House, 63 High Holborn, London WC1R 4SZ, England.

Sen. Hubert Humphrey (D-MN) has introduced The Education Reorganization Act of 1975 to the Senate. The bill would establish a Cabinet-level Department of Education and provide for a Secretary of Education thereby removing the "E" from HEW. The legislation also includes the establishment of a federal Interagency Committee on Education and a National Advisory Commission on Education.

CAL is interested in knowing of any linguistic departments that offer sign courses Recent information from *Signs for Our Times* reports courses at UCLA, UC-Berkeley, SUNY-Geneseo, and Indiana U. LR readers are asked to submit any information they have on sign courses in linguistic departments, and if those courses fill the foreign language requirement, to: Rudolph C. Troike, Dir, CAL, 1611 N Kent St, Arlington VA 22209.

Paul Chapin will be the new program officer for linguistics in the Division of Social Sciences, National Science Foundation. Chapin, now Asst Prof of Linguistics at UC-San Diego, will join the Foundation in August. His major research interests are theory of syntax, syntactic change, semantic universals, and computational linguistics. Dr. Chapin succeeds Alan Bell, who will return to the Dept of Linguistics, U Colorado, Boulder.

Franklin Cooper has retired as president of Haskins Laboratories. During his tenure, Dr. Cooper served as adjunct professor of linguistics at Yale and the U Connecticut, and is a former member of the Board of Trustees for CAL. He has been replaced by Alvin M. Liberman who will serve as president and research director. Dr. Liberman is an adjunct professor of linguistics at Yale and professor of psychology at the U Connecticut, has been associated with Haskins since 1944, and is active in speech research studies on perception

can Indian response to the U.S. response. Copies are available for \$3.00 (prepaid to UNM School of Law) from: Internat'l Issue, Am Ind Law Newsltr, Am Ind Law Cntr, UNM Schl of Law, 1117 Stanford NE, Albuquerque NM 87131

An ESL-Video Newsletter will soon be published by Harvey M. Taylor (U Michigan) and Dave Rickard (U Hawaii). The newsletter will appear occasionally and initially will be available free of charge. It is designed to provide a means for exchange of ex-

periences and expertise in the uses of videotape in such areas as language teaching, teacher training, self-evaluation, student interaction analysis, etc For further information write: Harvey Taylor, ELI, U Michigan, Ann Arbor MI 48104

Academic Courses in Great Britain 1975-76 is now available as a Brief List from the English Teaching Information Centre. Now being distributed in lieu of the complete booklet, the Brief List contains outline information on all courses Further information can be

ACLS AWARDS LINGUISTIC RESEARCH AND TRAVEL GRANTS

The American Council of Learned Societies (ACLS) awarded a large number of grants last year under its various programs. In addition to grants previously reported (see LR 16:8 and 17:1), awards were made to the following linguists: *Aaron Bar-Adon* (U Texas-Austin) and *Chaim Rabim* (Hebrew U-Jerusalem): Research in Israel on linguistic and sociolinguistic aspects of the Hebrew Revival, 1880-1920; *Seymour B. Chatman* (UC-Berkeley): For travel to the 1st Congress of the International Association for Semiotic Studies; *Georges Chedin* (U Paris): The use of verbs and verbal idioms in the everyday speech of Americans; *Stephen M. Cole* (U North Carolina): For study of the Greek Language; *David R. Dowty* (Ohio State U): Montague grammar and its relation to

generative semantics; *Victoria A. Fromkin* (UCLA): For travel to the 11th West African Languages Congress; *Paula Goodman* (Indiana U): For study of the Czech language; *Eric P. Hamp* (U Chicago): For travel to the 3rd International Congress of Southeast European Studies; *Henry Hiz* (U Pennsylvania): For travel to the 1st Congress of the International Association for Semiotic Studies; *Larry M. Hyman* (USC): Research in Bamenda on the development of noun class and tone systems of the "Semi-Bantu" languages in Western Cameroon; *Chin-W Kim* (U Illinois-Urbana-Champaign): Research in Seoul on the genesis of tone in Middle Korean; *Daniel La Ferriere* (Tufts U): For travel to the 1st Congress of the International Association for Semiotic Studies; *Joel T.*

Levenberg (Indiana U): For study of the Bulgarian language; *Charles N. Li* (UC-Santa Barbara): A neurological study of human communication; *Paul M. Lloyd* (U Pennsylvania): For travel to the 14th International Congress of Romance Linguistics and Philology; *Roy A. Miller* (U Washington): Research in Kyoto on the identification and analysis of the Malayo-Polynesian substratum in the older stages of the Japanese language; *Karl D. Uitti* (Princeton U): For travel to the 14th International Congress of Romance Linguistics and Philology; *Albert Valdman* (Indiana U): For travel to the 14th International Congress on Romance Linguistics and Philology; *Gernot L. Windfuhr* (Queens Coll, CUNY): Research in Iran on linguistic dynamics: the Lakkī dialects.

THIRD SUMMER MELI ANNOUNCES PROGRAM

The Center for Applied Linguistics and Dr. Saad Gamal, Chairman of the Steering Committee for the third Middle East Linguistic Institute (MELI), have jointly announced the tentative program for the Institute to be held in Cairo (see LR 17:4).

Introductory Courses. (A) *General Linguistics* (taught in Arabic): Dr. Hilmy Aboul-Fetouh, Cairo University; (B) *Grammar*: Dr. Mohamed Ibrahim, University of Amman; (C) *Phonology*: Dr. Michael Brame, University of Washington; (D) *Linguistics Applied to Language Teaching*: British lecturer not yet named; (E) *Linguistics and Literature*: British lecturer not yet named; (F) *English for Special Purposes*: British lecturer not yet named; (G) *Psycholinguistics*: Dr. Donald Bowen, UCLA and American University in Cairo (Course D is co-requisite); (H) *Phonetics*: Dr. Afaf el-Menoufy, Cairo University.

Advanced Courses. (1) *Advanced Syntax*: Dr. John R. (Haj) Ross, MIT (Course B prerequisite); (2) *Discourse Analysis*: British lecturer not yet named (Course B prerequisite); (3) *Contrastive Linguistics Applied to Materials Development*: Dr. Saad Gamal, Cairo University (Course A or B prerequisite); (4) *Language Testing*: Dr. Donald Bowen; (5) *Topics in General Linguistics. A. Semantics* Dr. Ross (Course 2 prerequisite) — B. *The Meth-*

odology of Language Surveys: Dr. Björn Jernudd, Ford Foundation, Cairo; (6) *Topics in Arab Linguistics*: A. *Arab philology* (taught in Arabic): Dr. Yakoub Bakr, Cairo University — B. *Generative Phonology of Arabic*: Dr. Brame.

Dr. Ahmed Kemal Abdel Hamid, Cairo University, and Dr. Ahmed Gaber, Al-Azhar University, will serve as tutors for elementary courses. Dr. Ross will be present only during the first three or four weeks of the Institute. His courses will be completed by Dr. David DeCamp, University of Texas and the Center for Applied Linguistics.

The Institute will commence with an orientation session on July 19 which will provide an opportunity for the participants to meet informally with the Institute faculty and discuss the courses. Classes will begin on July 20 and end on August 26 though they may be extended to August 28 to accommodate an international linguistic conference.

Although most of the participants will be postgraduates and postdoctoral fellows from throughout the Middle East and North Africa, enrollment is not restricted to this region. Information on enrollment, housing, and financial assistance may be obtained from Dr. Hilmy Aboul-Fetouh, Associate Director, MELI, Department of Eng-

lish, Cairo University, Gizeh, Arab Republic of Egypt.

ESP — from page 1

practical account of his experiences in developing a course in English for medical students in Iran.

Delegates from institutions throughout North Africa briefly described English instruction in their areas and indicated their problems and needs. The representatives from the British Council, CAL, AFME, USIS, and similar organizations briefly described the resources and services which they could offer to the region. It was announced that a newsletter on ESP is to be launched at the English Language Servicing Unit at the University of Khartoum and that anyone may be put on the mailing list by writing to P. O. Box 321, Khartoum, Democratic Republic of the Sudan.

A summation of the conference was presented by Dr. Hamadi Maamouri, Director of the Bourguiba Institute of Modern Languages. Dr. Maamouri presented the consensus of the meeting as acknowledging the value of general research and development in ESP and linguistic theory, but placing the highest priority on development of practical programs and solutions to the immediate problems facing English teachers in North Africa.

new journals

ASG Newsletter: A Quarterly Publication of the American Society of Geolinguistics. Published by the American Society of Geolinguistics. Quarterly. First issue: January 1974. Subscription. \$5.00; available free with membership. All correspondence to: Mary F. Delcuve, 2 Fifth Ave, New York NY 10011.

This publication serves essentially as a means of disseminating information on the activities of the American Society of Geolinguistics. In addition to reports on recent publications of interest to the Society's members, the newsletter contains excerpts of speeches presented at meetings sponsored by the Society as well as excerpts of talks of particular interest to geolinguists.

HALT News: A Newsletter for the Hawaii Association of Language Teachers. Published by the Hawaii Association of Language Teachers Monthly. First issue: December 15, 1974. Editor: Loren Shishido. Subscription. free. All correspondence to: Hawaii Association of Language Teachers, c/o Geraldine Yamamoto, 1742 Peter St, Honolulu HI 96816.

This newsletter is designed to provide information on association activities in particular and on recent developments in language teaching in general. Contains reports on conferences, new foreign language programs, government policies as they pertain to language teaching, and other news of interest to language teachers.

M.A.L.S. Journal: The Journal of the Midland Association for Linguistic Studies. Published by the Midland Association for Linguistic Studies. Twice a year. First issue: Spring 1974. Editor: John Rudd. All correspondence to: John Rudd, Shenstone New Coll, Burcot Ln, Bromsgrove, Worcester, England.

Essentially serves as a forum for those concerned with teaching linguistics. Its aim is to present linguistic methods in such a way as to be both accessible and intellectually acceptable to the educated layman. Each issue will have a central theme, such as Linguistics in Colleges of Education, Grammars of English, Language and

Social Structure, Semantics, and Psycholinguistics. Contributions which deal with any aspects of these themes are welcome.

Michigan Germanic Studies. Published by the Dept of Germanic Langs and Lits, U Michigan. Twice a year. First issue: June 1975. Editor: Emery E. George. Subscription. \$5.00 (stu); \$10.00 (ind); \$15.00 (inst). All correspondence to Emery E. George, Ed, Michigan Germanic Studies, Dept of German, U Michigan, Ann Arbor MI 48104.

This journal will strive for maximum breadth in its coverage of scholarship in all the Germanic languages. It will include articles and reviews in all areas of Germanic Studies: English, German, Netherlandic, Scandinavian, and Yiddish philology, linguistics, dialectology, etymology, onomastics, and medieval and modern literature and culture. The languages of publication will be English, French, and German. Only contributions based on material examined in the original language(s) will be considered. The journal may occasionally publish reports on current research in the field.

Teaching Spanish to the Spanish-Speaking: A Newsletter. Published by the Department of Foreign Languages, New Mexico State University. First issue: January 1975. Editor: Guadalupe Valdés Fallis. Subscription free. All correspondence to: Guadalupe Valdés Fallis, Dept of Foreign Lang, Box 3L, New Mexico St U, Las Cruces NM 88003.

The purpose of this newsletter is to promote communication among those involved in the teaching of Spanish to Spanish-speaking students in the United States. It is concerned with all aspects and levels of teaching Spanish. These include preschool programs, bilingual programs, traditional intermediate school classes, high school classes, and university instruction.

The first issue primarily contains short articles on teaching techniques and bilingual programs. In the future, it will also include news briefs and bibliographical information. Contributions welcome.

NIE Launches Major Study of ESEA Title I

The National Institute of Education (NIE) has submitted to the Congress its research design for the first major, comprehensive study of the nation's \$12 billion investment in compensatory education programs. The study, authorized by the Education Amendments of 1974, will be the first national study of its kind to investigate the ways in which both state funds and Title I ESEA funds are used. (Title I, the largest of all Federal education programs, provides school districts with funds to help schools improve education in low-income areas.)

Under plans submitted in January for Congressional review, NIE will examine the variety of existing compensatory education programs and will determine alternative ways of distributing compensatory education funds. (Schools most frequently use the funds to provide remedial reading or math instruction, but funds may also be used for such programs as health or cultural enrichment.) Over a three-year period, NIE will survey school districts to determine precisely how compensatory funds are being used and will also investigate the success of individual compensatory education programs.

The way in which Title I funds are distributed was a major subject of debate during the passage of the 1974 Education Amendments. NIE will examine ways of refining the current poverty criterion and look at other ways in which funds might be distributed, including the use of students' achievement scores. Under its Congressional mandate, NIE may apply to the Commissioner of Education for waivers to Title I regulations in up to 20 school districts. The institute will use these waivers to study new experimental distribution methods.

The final report is due to Congress by September 1977, when Title I is due for reauthorization.

Correction: The December issue of the *LR* (p. 8) erroneously reported *Teaching languages to adults for special purposes* as £ 50 + 10p for postage and packing. The report is, in fact, £ 1 50 + 10p for postage and packing, and is still available from: CILT, 20 Carlton House Terrace, London SW1Y 5AP, England. The *LR* regrets the error.

conferences, seminars, workshops

A Bicultural/Bilingual Summer Institute will be held June 2-July 11 at U Texas-San Antonio. The institute is designed for teachers interested in bilingual/bicultural education or those already working in bilingual programs, especially at the elementary level. Courses will include theory, philosophy and research in bilingual/bicultural education; introduction to linguistics; applied English and Spanish linguistics; Mexican-American culture and heritage, psycho- and sociolinguistics; testing and evaluation; biculturalism. Guest lecturers will include Richard Bauman (U Texas-Austin); Jose A Cardenas (Intercultural Dvlp Research Ass'n); Joshua Fishman (Yeshiva U); Nancy Modiano (Instituto Nacional Indigenista, Mexico), and Rudolph C. Troike (CAL). For application information write Dir of Admissions, U Texas-San Antonio, San Antonio TX 78285

CILT will sponsor a specialist conference, June 6-8, 1975 on "Less Commonly Taught Languages: The Development and Use of Resources." To be held in London, the conference will consider the problems of teaching languages which are not regularly included in school curricula, i.e. the needs of such languages as Arabic and Chinese as well as European languages (besides French, German, Italian, Russian, and Spanish) and of other major Asian and African languages. The program will focus primarily on teaching languages rather than on linguistic research into language structure. Write: CILT, 20 Carlton House Terrace, London SW1Y 5AP, England.

The Education Commission of the States (ECS) is sponsoring a National Assessment Conf June 9-12, 1975 in Boulder CO. Participants in the conference will be directors of state assessments and their staffs from all 50 states. One of the sessions—Assessment of Bilinguals—will be chaired by Rudolph C. Troike (CAL) who will cover such topics as definitional problems, program design problems, and curricula materials of bilingual education programs.

The Monterey Inst of Foreign Studies will be holding its summer session

June 16-August 23, 1975. The 10-week session encompasses all intensive language skills classes at the elementary/intermediate and intermediate/advanced levels. Courses are offered in Arabic, Chinese, English, French, German, Indonesian, Japanese, Portuguese, Russian, and Spanish. For admission applications write: Summer Session Office, Monterey Inst of Foreign Studies, 425 Van Buren St, Monterey CA 93940

The 2nd Internat'l ATESOL Conference will be held June 25-27, 1975 in Dublin, Ireland. General sessions—focusing on "Language Acquisition and Maintenance"—will be addressed by world experts in the fields of languages, linguistics, and psychology. The conference will also feature small working groups.

Being held in conjunction with the conference is a TEFL training course, June 23-July 4. The course will combine theoretical and practical work (including daily practice teaching), and will be conducted by experts from the Intl Tchr Training Inst, London.

Registration material and further information may be obtained from: M.E. Concannon O'Brien, Sec Gen, Conf Chmn, ATESOL, 99 St Stephen's Green, Dublin 2, Ireland

The North American Semiotics Colloquium will be held in conjunction with the 1975 LSA Linguistic Institute July 28-30th. The three-day sessions will include presentations by: Rulon S. Wells (Yale U)—"Philosophy of Language and Semiotics"; J. Jay Zeman (U Florida)—"Peirce's Theory of Signs"; Henry Hiz (U Pennsylvania)—"Semiotics and Logic"; Louis Martin (Johns Hopkins U)—"Semiotics and the Visual Arts"; Erik Schwimmer (U Toronto)—"Semiotics and Culture"; and Thomas A. Sebeok (Indiana U)—"Semiotics and Nonverbal Communication." Dr Sebeok will also chair the colloquium.

The Intl SIS Seminar on FL Teaching: Theory and Practice will be held in London July 28-August 3, 1975. Major topics to be covered include "The Contribution of Research to the Lan-

guage Teaching Profession" and "How We Learn a Language: An Introduction into the Psychological Aspects of Language Acquisition," among others. Write: SIS England, 15 St Marychurch, Torquay.

A Colloquium on Plurilingualism at the University will be held November 3-4, 1975 in Louvain, Belgium. The colloquium, which is sponsored by the Institut des Langues Vivantes, will be devoted to discussions of three main themes—the possibilities open to university students of obtaining degrees in linguistics, the constraints on modern languages as expressed in university teaching programs, and the pedagogical programming necessary for meeting these constraints. Topics to be covered include: foreign languages and university studies in the Netherlands, service courses in modern languages, language requirements at the university; specialized training or general linguistic education, the use of foreign language publications in linguistic work, business and languages, the teaching of languages at the university: luxury or necessity, etc. Further information may be obtained from: Institut des Langues Vivantes, Dekenstraat 2, B-3000 Louvain, Belgium.

The Computer Research Section of the next Midwest Modern Language Association meeting, to be held November 6-9, 1975 in Chicago, is seeking papers on any aspect of computers and language. Deadline for submission of abstracts and papers is May 1, 1975. Papers are restricted to a maximum of 8 single-spaced, typed pages. Address correspondence to: James Joyce, Computer Science, U Cal-Berkeley, Berkeley CA 94720.

The 3rd George Mason U Biennial Foreign Language Symposium will be held November 14-15, 1975 in Fairfax VA. The theme of this year's symposium is: "Cultural Contributions of France, Germany, and Spain to the American Heritage." For additional information write: Inge B. Wekerle, Symposium Planning Committee, Dept of Foreign Langs, George Mason U, Fairfax VA 22030.

Ford Announces Grants For Linguistics Projects

The Ford Foundation announced a number of grants between November 1, 1974 and April 1, 1975. Of these, 12 were awarded for projects and programs in linguistics and related areas. Listed below are the recipients and their projects.

American Council of Learned Societies For postdoctoral fellowships for research on South Asia outside India.

American Council of Learned Societies Devoted to Humanistic Studies. For preparation of a lexicon of Turkish words in the contemporary Greek language.

American Institute of Indian Studies For partial support and for postdoctoral fellowships for research in India

American University of Beirut For teaching and research by Wayne and Sonia Aller in psycho- and sociolinguistics at the Center for Behavioral Research. Their studies will focus on children's acquisition of Arabic

Association for Asian Studies For research, conferences, bibliographies, translations, and teaching materials in support of scholars in the field.

Central Institute of English Language (Thailand) For two projects designed to produce a significant shift in direction in the teaching of English, Thai, and local vernaculars. A small award has also been provided for publication of linguistic papers on the Thai language.

Juarez-Lincoln Graduate Center of Antioch College. For training Chicano teachers for leadership in Chicano education programs and institutions. Areas of study under the program include curriculum development and evaluation, community-educational cooperation, and bilingual/bicultural education

Linguistic Society of America For support of the Society's summer linguistics institutes for scholars and students.

Malaysian Ministry of Education. For continued support of research, planning, and language curriculum development in Malay and English, and for linguistic specialists to work with language projects in Thailand and Malaysia.

The Municipal Corporation of Greater Bombay For a three-year project to improve the system of language learning in the city's primary and secondary schools, where instruction is offered in the 10 languages of the major linguistic groups in the area.

University of the West Indies (supplemental) For the final stage of development of a program in linguistics and language teaching aimed at enabling educators to cope with the learning difficulties of many children whose Creole mother

tongue handicaps them in schools using standard English.

Woodrow Wilson National Fellowship Foundation For administration of doctoral dissertation awards for women, fields unlimited.

book notices

Formal Grammars in Linguistics and Psycholinguistics, Volume I: An Introduction to the Theory of Formal Languages and Automata, by W. J. M. Levelt. The Hague, Mouton, 1974. x, 143pp. \$0.00. **Volume II: Applications in Linguistic Theory** viii, 194 pp. \$0.00. (Distributed by Humanities Press, Atlantic Highlands, N.J. 07718)

These are the first two volumes of what is to be a three volume work providing an introduction to the theory of formal grammars that has grown out of the work of Noam Chomsky and George Miller, and the principle applications of this theory in linguistics and psycholinguistics. Volume I is an introduction to the theory of formal languages and automata, written on a level intended to make it accessible to people who have a general knowledge of college mathematics. Volume II supposes an understanding of Volume I and deals with applications of mathematical models to linguistic theory. Volume III, to appear, will treat applications of grammatical systems to models of language user and language learner, as well as formal questions that have arisen as a result of such applications.

Handicapped English: The Language of the Disadvantaged, by John Nist Springfield, III. Charles C Thomas, 1974. xiii, 283 pp. \$12.85

This book, built around the deficit model, focuses on the structural and functional features of the language spoken by the socially disadvantaged in the United States. Nist draws heavily on the analytical framework of the British sociolinguist, Basil Bernstein, whose research on the language of British working-class children led to the formulation of "restricted" vs "elaborated" codes, arguing that the socially handicapped are deficient in expressive and receptive skills because they are restricted to a context-sensitive language which relies upon limited vocabulary, stock phrases, illogical constructions, simple syntax, poor auditory discrimination, and over-generalization. In his view, different equals "inferior" in both linguistic and nonlinguistic terms.

The book concludes with a chapter on pedagogical recommendations for overcoming the handicaps of "handicapped English" in which the author supports educational efforts to encourage functional knowledge

of the forms of non-standard English and respect for dialectal differences as a pedagogical strategy of instruction and the strategy of cultivating multilectal competence on the part of nonstandard speakers. His final conclusion is that the only workable solution may be obligatory preschool nurseries designed to eradicate nonstandard speech and to "inculcate a love for" a standard version of modern American English.

Responding to New Realities, edited by Gilbert A. Jarvis. (Review of Foreign Language Education, Vol. 5.) Skokie, Ill., National Textbook Co. in conjunction with ACTFL, 1974. 403 pp. \$9.50

The majority of papers presented in this volume organize and present efforts to respond to the realities facing foreign language education today and communicate what people in the field are thinking and doing. Such topics as use of media, materials, techniques, relevant theory, and evaluation are extensively covered. An attempt to help foreign language teachers solve some of the problems being encountered in the field, this resource is also probably of use to teacher trainers and researchers.

Teaching a Second Language: Sentence Length and Syntax, by Francine Stieglitz. (NCTE Research Report, 14.) Urbana, Illinois, National Council of Teachers of English, 1973. 88 pp. \$2.50.

This small report sets forth findings which should help teachers construct logical sequences of drill sentences to teach English to speakers of other languages.

The author's project consisted of a control group of native English speakers and a group of adult foreign students. The groups practiced repeating three types of English grammatical patterns, used both in simple sentences and in sentences made more complex by the addition of various adjuncts and clauses. Such constructions made the shorter sentences more difficult than longer, simpler sentences. The findings, presented in 18 tables, also indicate that practicing difficult items first in isolation, helps students grasp them in sentences. The research showed that sentence length, of itself, is a lesser challenge than grammatical complexity to someone practicing spoken English by means of sentence repetition.

Teaching Spanish: A Critical Bibliographic Survey, by Herschel J. Frey Rowley, Mass. Newbury House Publishers, Inc. 1974. 184 pp. \$5.95.

This book is the first published annotated bibliography of Spanish applied linguistics and teaching methodology. The author's selections provide teachers and researchers with comprehensive descriptions of ap-

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CHILD LANGUAGE NEWSLETTER

Editor: David Ingram

Vol. 2 No. 1

May 1975

Child Language Research in Japan: Part 3

by Fred C. C. Peng, International Christian University

Since the appearances of Parts 1 and 2 of this report, a new development has taken place in Japan concerning child language research. This new development, formally launched last November, has to do with the concerted efforts made by the International Christian University and the Research Institute for the Education of Exceptional Children at the Tokyo Gakugei University. A brief summary of this unprecedented venture follows

The two universities, through the cooperation of their staffs, will jointly sponsor three activities in the years to come: (1) research in the area of children's verbal and non-verbal developments, with emphasis placed on hearing as well as deaf children; (2) a series of lectures given by active researchers in the field of child language throughout Japan, and (3) an annual symposium or conference on various subjects related to child language.

The first activity, headed by the writer, involves 11 scholars from such universities as the International Christian University, the Tokyo Gakugei University, the University of Tokyo, the Tokai University, the University of Kyoto, and the Osaka University of Education. Each scholar has already done some in-depth work related to child language through his or her specialization. The merit seen in this joint enterprise lies mostly in the integration of individual works and the efforts to probe in greater depth the unknown regarding children's verbal as well as non-verbal behaviors and their language and kinesic developments

The second activity, led by Dr. Kyoko Iidaka and Mrs Yoko Wakaba of the Research Institute for the Education of Exceptional Children, involves prominent scholars in the field of child language who will be invited to give a series of lectures at the Tokyo Gakugei

University. The topics of the lectures will cover a wide range of interest, so that a large section of the audience's purpose can be served. Overseas lecturers will also be included.

More selective, however, is the third activity which is limited for the time being to researchers in the field of child language, be they psychologists, linguists, or language teachers. In the future, it may be open to non-specialists as well. The first such meeting, sponsored by the International Christian University, will take place in the fall. Both the lectures and the proceedings of each conference will be published by a non-profit organization for dissemination within Japan. Abstracts in English will be made available through this Newsletter

A New Film on the Acquisition of Kinesics

The Campus Film Distributors Corporation of New York recently announced a new film, "Children's Acquisition of Kinesics" It is a 16mm, color, sound film and lasts approximately 25 minutes. The following is a report on its content sent to the Newsletter by Walburga von Raffler-Engel, who authored the film.

"This film shows how children between the ages of 3 and 13 behave in a conversational setting. The seven children we observe are at different stages of their social development.

"The smallest child knows that in a conversation somebody is the dominant partner who decides on the topic to be talked about. She realizes that there is a hierarchy by age and that she is the youngest. In other respects, however, she is not yet fully socialized. While the older children insert themselves in a group by conforming their behavior to that of the group, the three-year-old tries to gain acceptance by focusing attention on her own aberrant behavior.

"We see the eight- and nine-year-olds, who are extremely conscious of the need to conform for the purpose of joining into the conversation of a pre-existing group, observing the other children's leg positions and the movement of their hands. Children 12 years and older will do all this quite automatically. They synchronize their body movements with those of their conversation partners practically without looking at each other. It is fascinating to observe parallel movements of hands in 'kinesic synchrony.'

"The three year-old child hardly distinguishes between a formal and an informal situation. Children eight years old and over are keenly aware of the difference. At 12 years of age they are fully aware of the different styles of language and body movement required for these two opposite social situations. They adjust to a change from an informal situation to a formal one, and vice versa, with great ease.

"In the formal situation, the speakers face each other, speak carefully, and listen attentively, while in the informal situation people express themselves more freely in a looser physical setting. Girls age 13 and over also know that in a highly formal situation our culture does not allow for much gesturing. As if to avoid the latter, adults and children anchor their hands on the frames of the chairs, or channel their movements into slight movements which are not related to what they say. Boys of the same age seem less concerned about their gestural movements, or they may not yet have acquired this particular notion of social constraint.

"It is well established that after puberty it is no longer possible to learn a new language without exhibiting a foreign accent. The process of language acquisition appears to come to its end at the same time that the body has fully matured. It is interesting to observe that the non-verbal skills of the various types of conversational interaction are all known at that very same age."

The film is available from Campus Film Distributors Corp., 20 East 46th Street, New York, N.Y. The rental fee is \$25 per showdate, or \$50 per week; the purchase price is \$250. A full transcript may also be obtained for \$2.

Book Notices

The Mouton catalogue of recent publications in linguistics lists several recent books on language acquisition.

An Empiricist Theory of Language Acquisition, by Nathan Stemmer, *Janua Linguarum, Series Minor*, 173, 1973, 87 pp., paper, 16 Dfl.

"Although the main objective of Nathan Stemmer's study is the acquisition of language, he also considers various topics which have philosophical and methodological implications. . ."

The Two-Word Sentence in Child Language Development A Study Based on Evidence Provided by Dutch-speaking Triplets, by A. M. Schaeffkens, *Janua Linguarum, Series Major*, 83, 1973, 198 pp., clothbound, 58 Dfl

The book begins by discussing models for the description of a child's grammar. The pivot-open grammar approach is criticized and a semantic relations model is proposed. This is followed by individual grammars for two sets of triplets learning Dutch as a first language. A comparison of all the grammars follows, along with conclusions on the transition from two-word utterances to multiple-word utterances, the grammar of two-word utterances and universal characteristics, and the existence of different developmental levels.

The Child's Communicative Competence: Language Capacity in Three Groups of Children from Different Social Classes, by Ton van der Geest et al., *Janua Linguarum, Series Minor*, 202, 1973, 130 pp., paper, 24 Dfl

"This book is a report of the analysis of the communicative competence of 3- and 4-year-old children with the help of a set of traditional language measures and a newly-designed syntactic complexity score. The results are theoretically relevant because of the distinction between linguistic and communicative competence and because of the discussion of the question whether the language of the lower class children differs from that of the middle class children for reasons of deprivation."

Evaluation of Theories on Child Grammars, by Ton van der Geest, *Janua Linguarum, Series Minor*, 193, 1974, 98 pp., 17 Dfl.

This book evaluates three theoretical approaches to children's grammar: (1) pivot-open grammar, (2) transformational grammar as used by Bloom, Manyuk, Gruber, and (3) a psychological approach as used by

Brown. This book has been reviewed recently by E. Klein in the *Journal of Child Language*, 1, pp 317-323, 1974

Predication: A Study of its Development, by Carol Wall, *Janua Linguarum, Series Minor*, 201, 1974, 258 pp., paper, 28 Dfl.

"The focal point of the present study is the development and elaboration of predication within children's speech. By directing attention toward children's predications, their structural form as well as their content, it may be possible to designate what it is that children talk about and how, with increasing maturity, they express themselves.

The Acquisition of Modal Auxiliaries in the Language of Children, by Diana Major, *Janua Linguarum, Series Minor*, 195, 121 pp., paper, 14 Dfl

"This book reports the results of a study concerning the modal system of English sentences in the language of children from kindergarten to third grade. The results indicate that current transformational rules are inadequate to describe the modal system in modern American English and that children's manipulations of modals in sentences do not reflect a generalized pattern."

Besides the listings by Mouton, the following book was recently published.

Language Perspectives—Acquisition, Retardation, and Intervention, by Richard Schiefelbusch and Lyle Lloyd (eds.), Baltimore, University Park Press, 1974, 870 pp., \$14.50.

In June of 1973, there was a conference in Wisconsin Dells, Wisconsin on normal language acquisition and its relation to language disorders. The book presents the papers prepared for the conference as well as discussion summaries of selected topics by participants. There are seven major sections to the book, with usually two papers for each, along with a discussion summary. The sections and papers are: Infant Speech Perception—"Infant Speech Perception: A Preliminary Model and Review of the Literature," Philip Morse, "Linguistic Processing of Speech by Young Infants," Peter Eimas, summary by Earl Butterfield and George Cairns; Development of Concepts Underlying Language—"Some Aspects of the Conceptual Basis for First Language Acquisition," Eve Clark, "Relational Concepts Underlying Language," I. M. Schlesinger; "From Signal to Sign. A Piagetian View of Thought and Language During the First Two Years," Donald Morehead and Ann Morehead, summary by Melissa Bowerman; Development of Receptive Language—"Early Development of Receptive Language," Paula Menyuk; "Receptive Language in the Mentally Retarded: Processes and Diagnostic Distinctions," Richard Cromer, summary by Joseph Spradlin;

Developmental Relations Between Receptive and Expressive Language—"Talking, Understanding, and Thinking," Lois Bloom; "The Relationship between Comprehension and Production," David Ingram, summary by Robin Chapman; Nonspeech Communication—"Teaching Visual Language to Apes and Language-deficient Persons," David Premack and Ann James Premack; "Non-vocal Systems of Verbal Behavior," Donald Moores, summary by Richard Dever; Early Language Intervention—"An Early Language Training Strategy," William Bricker and Diane Bricker, "Infant Intervention and Language Learning," Kathryn Barth Horton, summary by Lawrence Turton; Language Intervention for the Mentally Retarded—"An Ontogenetic Language Teaching Strategy for Retarded Children," Jon Miller and David Yoder; "To Teach Language to Retarded Children," Dough Guess, Wayne Sailor, and Donald Baer, summary by Barbara Bateman. There is also an epilogue to the book by Arthur Staats entitled, "Behaviorism and Cognitive Theory in the Study of Language: A Neopsycholinguistics"

Child Language Newsletter

The second *Child Language Newsletter* from the Language Centre at the University of Sheffield, England appeared in July 1974. The issue presents brief research reports by Doris Allen (Yeshiva U), Margaret Barry (U Nottingham), Lois Bloom (Columbia U), Richard Cromer (MRC Dev. Psych. Unit, London), Ruth Clark (Edinburgh), Selma Hughes (Richardson, Texas), P. J. Jensen (U Florida), Ivan Kalmar (Toronto), Deborah Keller-Cohen (U Michigan), Zsolt Lengyel (Hungary), Mrs. L. Milroy (Northern Ireland Polytechnic), Hans Range (Giessen), Ken Reeder (U Birmingham), Jacqueline Sachs (U Connecticut), Svenka Savic and Mirjana Jovic (Institute of Linguistics, Novi Sad), Robert Scholes (U Florida), Grace Wales Shugar (U Warsaw), C. Sinha and V. Walkerdine (U Bristol), Magdalena Smocznska (Jagiellonian U), Ulf Teleman (Lunds U), and Mrs. S. T. Twaddell (Saint John School, New Hampshire). There is also a brief report on the Child Language Syntax Project at Stockholm University and papers by Sven Lange and Kenneth Larsson, and Ragnhild Soderbergh. The issue also contains an additional list of names and addresses of subscribers to be added to the list provided in the first issue. For more information, write F. C. Stork, Head of the Language Centre, The University of Sheffield, Sheffield, England S10 2TN.

Meetings and Conferences . . .

The Department of Linguistics of the University of Salzburg recently held the **First Salzburg Child Language Colloquium** on December 6-8, 1974. The themes of the meeting were Universals of Child Language, First Language Developmental Studies, and Language Disturbances. The Department hopes to publish the papers. For information, write Gaberell Drachman, Institut f. Sprachwissenschaft der Univ Salzburg, Imbergstr. 2/III, A-5020 Salzburg.

The New York Academy of Sciences recently sponsored the **Conference on Developmental Psycholinguistics and Communication Disorders** on January 24-25, 1975 in New York City.

The meeting consisted of four sessions during the day and two keynote addresses on the evening of the 24th. The latter were "A Dinosaur Caper: Psycholinguistics Past and Present" by Charles Osgood (U Illinois), and "Speech Acts and Recent Linguistics" by John Searle (UC-Berkeley).

The individual sessions and presentations were: (1) What Role Does Cognition Play in the Acquisition and Development of Language? How Do Linguistic Factors Influence General Cognitive Development?—"Mastering the Intangible through Language," Marion Blank (Rutgers Medical School); "The Language Impaired Child: Cognitively or Linguistically Impaired?," Paula Menyuk (Boston U); "The Nature of Language from the Perspective of Research with Profoundly Deaf Children," Hans Furth (Catholic U). Discussant: Dan Slobin (UC-Berkeley). (2) How is the Acquisition and Development of Language in the Child Influenced by Verbal and Non-verbal Factors?—"Vocal and Visual Interaction between Mother and Infant," Daniel Stern and Joseph Jaffe (Columbia U); "A Descriptive Study of the Effects of Selected Variables on the Development of Communicative Speech in Preschool Children," Suzanne Salzinger (NY State Dept. of Mental Hygiene); "Mother-Infant Exchanges: Epigenesis of Conversational Interaction," Mary Catherine Bateson (Northeastern U), "Individual Differences in Early Semantic and Syntactic Development," Katherine Nelson (Yale U); "Psychopathology and Language Development," Harold Vetter (U South Florida) (3) How Can We Best Under-

stand the Notion of Linguistic Competence in Order to Account for Linguistic Performance?—"The Place of Competence in a Theory of Performance," David McNeill (U Chicago); "Are Theories of Competence Necessary?," Kurt Salzinger (NY State Dept. of Hygiene and Polytechnic Inst. of NY); "The Autonomy of Competence and Performance," D. Terence Langendoen (CUNY, New York). Discussant: George Miller (Rockefeller U). (4) How Can We Best Investigate the Physiological Bases of Language Perception and Production?—"The Critical Period for Language Acquisition and Its Possible Bases," Stephen Krashen (Queens College, CUNY); "Perception and Production in a Visually Based Language," Ursula Bellugi (Salk Inst.); "Ballistic Control of Rhythmic Articulatory Movements in Natural Speech," Samuel Anderson (NY Psychiatric Inst.); "The Ontogeny of Cerebral Dominance," Marcel Kinsbourne (Hospital for Sick Children, Toronto); "The Lateralization of Mental Structures," Tom Bever (Columbia U); "Linguistic Competence in Aphasia," Herman Buschke (Albert Einstein College of Medicine).

The second and fourth sessions were followed by discussions which included participation from the audience. Approximately 400 people attended the two-day meeting

The Georgetown University School of Languages and Linguistics devoted its twenty-sixth round table meeting to **Developmental Psycholinguistics: Theory and Application**. The meeting ran from March 13-15 and included four plenary sessions. The topics and participants were: Children's Language Acquisition: Linguistic and Psycholinguistic Theory—Tom Bever (Columbia U), Eve Clark (Stanford U), William Dingwall (U Maryland), Charles Ferguson (Stanford U) Children's Language Acquisition and Communicative Disorders—Victoria Fromkin (UCLA), David Ingram (U British Columbia), Paula Menyuk (Boston U). Developmental Psycholinguistics and Second-Language Learning—Marina Burt (SUNY, Albany), Heidi Dulay (SUNY, Albany), Carolyn Kessler (Immaculata C), Kenji Hakuta (Harvard U). Developmental Psycholinguistics and Education—Jean Berko-Gleason (Boston U), Lila Gleitman (U Pennsylvania),

Elizabeth Shipley (U Pennsylvania), Richard Tucker (McGill). The papers from the meeting will be published as GURT, 1975.

The seventh annual **Child Language Research Forum** was held at Stanford University, April 4-6, 1975. Dan Slobin (UC-Berkeley) gave the keynote address on the evening of April 4. Following are the papers presented at this year's meeting. Anne Carter (UC-Berkeley): "The Transformation of Sensorimotor Morphemes into Words: A Case Study of the Development of 'Here' and 'There.'" Carol Farwell (Stanford): "Aspects of Early Verb Semantics—Precausative Development." Jean Thompson and Robin Chapman (U Wisconsin): "Who Is 'Daddy?': The Status of Two-Year-Olds' Over-extended Words in Use and Comprehension." Dedre Gentner (U Wash). "A Componential Model of Verb Meaning: The Acquisition of a Set of Possession Verbs." Elinor Keenan (USC): "Evolving Discourse: The Next Step." Marilyn Shatz (U Penn). "How Young Children Respond to Language: Procedures for Answering." Jean Berko-Gleason and Sandra Weintraub (Boston U). "The Acquisition of Routines in Child Language." Elissa Newport, Lila Gleitman, and Henry Gleitman (UCSD): "Environmental Sensitivities of and Constraints on the Acquisition Process." Tom Cross (U Melbourne and Northwestern U). "Some Relationships between Selected Features of Motherese and Levels of Linguistic Development in Speech-accelerated Children." Elizabeth Bates (U Colorado). "Pragmatic Factors in the Acquisition of Word Order." Brian MacWhinney (U Denver): "Topicalization and Focusing in Hungarian Child Language." Vern Henzl (Stanford). "Acquisition of Gender Morphology." Christine Tanz (U Illinois): "Learning How It Works: The Acquisition of Anaphoric Expressions." Pamela Coker (Claremont). "On the Acquisition of Temporal Terms." Stanley Legum (SWRL): "The Acquisition of Adverbial Noun Complements." Eduardo Hernandez, Irene Vogel, and Harold Clumeck (Stanford). "The Acquisition of Nasals and Nasal Assimilation Patterns with Special Reference to Mexican Spanish." Rebecca Eilers and D. K. Oller (U Wash). "Relationships between Perception and Produc-

tion in Child Phonology." Robert Rudegeair (SWRL). "Marked and Unmarked Categories in the Acquisition of Phonology."

Selected papers from the meeting will be published in the Stanford series, *Papers and Reports on Child Language Development*.

Brock University and the Niagara Child Development Centre have announced a conference on **Language Development and Neurological Development** to be held May 9-10, 1975 at Brock University in St. Catharines, Ontario. The announcement states, "Topics To Be Covered Include the Relationship between Language Acquisition and Left-Right Hemisphere Asymmetries, Various Clinical Syndromes and Their Effects on Language Development and Usage, and Psycho-

logical Structures in Speech Perception. As well, we will have a panel discussion on the question, 'Does Cerebral Dominance Develop?'" Sir John Eccles will give a keynote address on the evening of May 9. The following are among those who will participate. Charles Berlin, Linda Chapanis, Ron Cole, Maureen Dennis, Lou DiCarlo, Sir John Eccles, Ann Entus, Paul Garvin, J. Jacobs, Jack Katz, A Kertesz, Doreen Kimura, Marcel Kinsbourne, Roch LeCours, Dennis Molfese, Charles Nelly, Helen Neville, Richard Stark, Sandra Trehub, H. Whitaker, and Sandra Wittleson. For more information, write: S. J. Segalowitz, Dept of Psychology, Brock University, St. Catharines, Ontario L2S 3A1 Canada.

The Third International Child Language Symposium, originally sched-

uled for Edinburgh, will be held in London at the School of Oriental and African Studies from September 3-5, 1975. Proposed topics include pre-speech development, semantic development, comprehension and production, kinesics, bilingualism, phonological development, language and cognition, linguistic universals, language spoken to children, language acquisition and reading, and language acquisition and the handicapped child. There will be ten-minute papers contributed by the participants and longer presentations by two or three invited speakers. The fee will be £5 for participants and £2 for students and observers. English and French are the official languages. For more information, write: Natalie Waterson, Chairman of the Organizing Committee, School of Oriental and African Studies, Malet Street, London WC1E 7HP, England.

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proximately 100 primary studies in a convenient format. The principal criteria Frey used for the inclusion of entries were quality of scholarship and usefulness.

The table of contents indicates that a wide range of categories has been covered. The critiques reveal the many areas in which linguistics has a direct application for the improvement of second-language teaching (particularly Spanish) and the current state of research into the relationship between linguistics and language teaching. A list of bibliographies and selected works on the structure of Spanish appears in the appendix.

Teaching the Bilingual: New Methods and Old Traditions, edited by Frank Polors, Tucson, Arizona, The University of Arizona Press, 1974 283 pp \$7.80

The readings in this volume represent extremely varied mixtures of subject matters and approaches to solving the learning problems of bilingual and bidialectal students. Although the subtitle implies contrast, the readings are intended to provide teachers who must now teach minority groups within a traditional education system with an opportunity to expand their scope of alternatives. The book is divided into three sections. Part One, Prerequisite. Bicultural Understanding, Part Two, Pre-consideration. Some Theoretical Bases, Part Three, Practical Application. The School Program

The first part of the book will help the teacher assess his/her own role, whom he/she teaches, what he/she teaches, and what he/she can teach. Readings in the second part range from general theoretical

discussions to specific field surveys devoted to theories and experiments in multilingual communication and language learning. The final section deals with the practical application of theories and techniques in actual school programs. It includes a number of procedures which well-trained and experienced people are finding useful and which can serve as a base for further inquiry.

Focus on the Learner: Pragmatic Perspectives for the Language Teacher, edited by John W. Oller, Jr and Jack C. Richards. Rowley, Mass., Newbury House, 1973. 306 pp \$5.95

Although prepared primarily for language teachers, this work should also be useful to linguists, psycholinguists, sociolinguists, and anyone concerned with the practical theories of language learning. The focus is on language learners' capacities, attitudes, learning strategies, and knowledge acquisition. Although the authors included in the book represent the great diversity of thinking in the field of linguistics, a commonality among them appears to be pragmatics. From constant-level linguistic coding operations to relationship-level attitudinal factors, the pragmatic theme appears and reappears.

This work is divided into six parts which deal with theoretical issues of language learning and their relevance to language teaching, language learning processes, problems of the second language learner, theories of second language learning, psycho- and sociolinguistic considerations relevant to language teaching, sociocultural factors of language learning, and possible alternatives to formal language classes.

Tlingit Verb Dictionary, compiled by Gillian L. Story and Constance M. Naish. College, Alaska, University of Alaska, 1973 392 pp

This dictionary was primarily produced for the interest of Tlingit speakers. It is based on the central dialect spoken mainly in Juneau, Sitka, Hoonah, and Angoon, Alaska. The volume has been divided into two parts: English-Tlingit and Tlingit-English. Part two in particular should be of interest to comparative linguists since it provides a listing of Tlingit verb stems and themes. This section illustrates the considerable differences between English and Tlingit in word-structure and vocabulary-building. Appended to the dictionary is an outline of Tlingit grammar concentrating on the verb word and verb phrase.

A Short Outline of Bengali Phonetics, by Djordje Kostić and Rhea S. Das. Calcutta, Statistical Publishing Society, 1972 vii, 173 pp.

This book is intended for those who require general information about the articulatory and acoustic aspects of Bengali phonetics. The authors have used sound spectrographic analysis to investigate the acoustic structure of Bengali speech sounds and, by combining these with a description of crucial articulatory processes, have built a fairly comprehensive picture of Bengali phonetics. The authors have particularly attempted to demonstrate that the interaction of speech sounds is an important element in building up phonetic units of words which, in turn, is crucial for the organization of word meaning. The book does not deal with suprasegment speech elements.

Language, Society, and Education: A Profile of Black English, edited by Johanna S. DeStefano (*International Series in Education*.) Worthington, Ohio, Charles A. Jones Publishing Company, 1973. ix, 328 pp. \$22.95.

An anthology of articles, most of which were previously published elsewhere. The areas covered include the linguistic model applied to Black English, research on black culture and society, descriptive studies of Black English, teachers' attitudes toward Black English, Black English and oral language in the schools, and Black English and its implications for the teaching of reading and interference with reading comprehension. Each chapter contains a series of articles related to a common theme, and each article is referenced.

From Soundstream to Discourse: Papers from the 1971 Mid-America Linguistics Conference, edited by Daniel G. Hays and Donald M. Lance. Columbia, Mo., Linguistics Area Program, University of Missouri, 1972. ix, 321 pp. \$6.00.

Contains 28 papers presented at the first Mid-America Linguistics Conference, held at the University of Missouri on November 12-13, 1971. The papers represent a broad selection of empirical research and theoretical concerns of linguists in the early 70's. They are arranged according to general area: phonology, morphology and syntax, discourse analysis, and language variation. A brief introduction precedes each section and includes summaries of the papers. Although the majority of papers reflect a generative-transformational viewpoint, other theoretical orientations are also represented. Topics include generative phonology in diachronic analysis, syllable shaping in Lapp, transformational analysis, discourse constraints on syntax, syntactic interference, and generative dialectology.

L'Accentuation des Pronoms Personnels en Français Standard, by Monique Léon. (*Studia Phonetica*, 5.) Montreal, Didier, 1972, xii, 137 pp. \$4.50.

The author's starting point is the traditional dichotomy of tonic and atonic personal pronouns which has generally been rejected. Through the perceptual and instrumental analysis of a corpus of spontaneous speech, she shows that the terms in question are still valid in 50 percent of the cases examined and concludes that accent is a function of syntagmatic intonation or of individual style.

Theoretical Linguistic Models in Applied Linguistics, edited by S. P. Corder and E. Roulet. (*Collection d'études linguistiques*, 10.) Brussels, Belgium, Association internationale pour la recherche et la diffusion des méthodes audio-visuelles et structurales, 1973. 121 pp. 300 B.F.

A collection of 9 papers presented at the

3rd AIMAV Seminar, May 5-6, 1972. The purpose of this seminar was to discuss the relevance of current linguistic theory to the problems of language teaching. Written in French as well as English, these papers include topics such as linguistic theory and applied linguistics, the relevance of reference in contrastive generative grammar, semantic deviations, directions in the teaching of discourse, and the application of linguistic descriptions to the teaching of languages. A bibliography is appended.

India as a Sociolinguistic Area, by P. B. Pandit (*Dr. P. D. Gune Memorial Lectures*, 3.) Poona, University of Poona, 1972. 92 pp.

Contains four lectures given by Pandit at the University of Poona in December 1968. The first two deal with aspects of a bilingual's grammar: grammatical convergence in Tamil and Saurashtri and number names in Gujarati, Tamil, and Saurashtri. The third lecture covers the linguistic expression of social distance, and the last deals with the parameters of speech variation in an Indian community. Appended to the fourth lecture is the questionnaire used by the author to gather his data.

The Structure of the Japanese Language, by Susumo Kuno. Cambridge, Mass., MIT Press, 1973. xi, 410 pp. \$15.00.

This book treats a range of topics in the syntax and semantics of Japanese. It begins with a thirty-page essay on the typological characteristics of Japanese, then proceeds with discussions of such topics as particles, verbs, temporal and conditional clauses, nominal and adjectival clauses, deictics ("yes," "no," and pronouns), case marking, and word order. The majority of the book is written so as to be readily understandable to students and teachers of Japanese with little knowledge of linguistics while remaining an excellent source of descriptive generalizations for linguists.

Interrogation et Intonation, edited by Allan Grundstrom and Pierre Léon. (*Studia Phonetica*, 8.) Montreal, Didier, 1973. 167 pp. \$8.00.

This volume brings together five different experimental studies which treat the relationship between the linguistic category "interrogative" in French and the prosodic forms with which it is realized. Both yes-no questions and information questions are almost always marked by high fundamental frequency. In information questions this feature makes the interrogative word

prominent. In yes-no questions, it marks the final syllable, but only as one part of a more complex system where secondary parameters (intensity and duration), context, and expressive features also affect the intonation.

These studies do not resolve all the theoretical problems posed by the linguistic functions of the prosodies, but they do bring together important data on acoustic forms and the perception of questions, and show how intonation (together with syntax) is an important element of any explanatory description of interrogatives.

On Machine Translation, by Paul L. Garvin. (*Janua Linguarum Series Minor*, 128.) The Hague, Mouton, 1972. 141 pp. \$8.50. [Distributed by Humanities Press, Atlantic Highlands, N.J. 07716.]

In this collection of nine articles, Garvin takes a "moderate" approach to machine translation. He seeks to avoid the pitfalls of the "brute-force" and "perfectionist" methods by attempting to fill the theoretical gaps while actually developing a translation algorithm. Such an "in process" approach helps to clarify what kind of language knowledge is necessary for machine translation. The book is divided into four parts: Context (what language-data processing is about), Issues (some comments on algorithm and grammar), Development (appraisals of various attempts at machine translation), and Implications (how the use of computers can contribute to linguistic research). A subject and name index are appended.

CAL—from page 6

scope and methodology, and stands as a model for future undertakings in this type of language planning.

The eight chapters consider such topics as the aims and dimensions of English instruction, the training of teachers, curricula and instructional materials, as well as the background, methodology, and the complete data from the field study. Recommendations for change in instruction, and a look at prospects for the future are also included. Ten appendices appear in the text, giving thorough documentation for the methodology.

A 40-page introductory essay by Thomas Gorman places *The English-Language Policy Survey of Jordan* in the larger perspective of educational language planning in developing nations. Dr. Gorman outlines other studies of educational language policy and makes brief comparisons with the Jordan survey. His bibliography of almost 200 items comprises a useful overview.

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

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- **MEETINGS.** Only members may present papers at the Annual Meeting (December) and the Summer Meeting (July) of the Society.
- **LINGUISTIC INSTITUTES.** Co-sponsored with a host university each summer, intensive training in applied and theoretical linguistics on the graduate and undergraduate level is offered at the institute. Fellowships are often available.

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grant and fellowship deadlines

Organization	Program	Details in Reporter	Deadline
ACLS	<i>Grants-in-Aid.</i>	May-June, p 6	September
APS	<i>Grants to Postdoctoral Scholars</i>	Sept., p 5	Aug. 8
Doherty Foundation	<i>Latin American Study Fellowships.</i>	Dec , p 4	Open
ERIC Clearinghouse on Urban Education	<i>Graduate Student Awards</i>	Feb., p. 4	Open
Fulbright-Hays	<i>Fellowships.</i>	Feb , p 1	Open
Humbolt	<i>Humbolt Research Fellowships</i>	Dec., p. 4	Open
IRES	<i>USSR Travel Grants in the Social Sciences</i>	Sept . p 4	Open
	<i>Ad Hoc Grants to Promote New Exchanges</i>	May-June, p 6	September
	<i>Grants for Collaborative Projects.</i>	Sept . p 4	Oct 31
NEH	<i>Independent Study and Research</i>	Mar., p. 10	June 2
NIMH	<i>Research Project Grants.</i>	Jan., p. 5	June 1, Oct. 1
	<i>Program Project Grants.</i>	Jan., p. 5	June 1, Oct. 1
	<i>Small Grants</i>	Jan , p. 5	June 1, Oct. 1
	<i>Special Grants</i>	Jan., p. 5	June 1, Oct. 1
NSF	<i>Doctoral Dissertation Research Grants</i>	Dec., p. 4	Open
	<i>Graduate Fellowships</i>	May-June, p. 6	November
	<i>RANN</i>	Nov , p 6	Open
	<i>Scientific Research Projects</i>	Mar , p 4	Open
	<i>Specialized Research Facilities and Equipment</i>	Dec., p. 4	Open
	<i>Travel Grants to Young Scientists.</i>	Feb , p 4	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

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