

1959–1982

The *Linguistic*
Reporter

Volume 18

(1975-1976)

CAL CENTER
FOR APPLIED
LINGUISTICS

a newsletter in applied linguistics

The Linguistic REPORTER

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

HEW Funds Indochinese Clearinghouse

The Center for Applied Linguistics has been designated by the Department of Health, Education and Welfare to establish and operate a National Indochinese Clearinghouse to assist with the language and educational problems of Vietnamese and Cambodian refugees. The Clearinghouse will work with educators, voluntary agencies, and sponsors throughout the country.

The main focus of the Clearinghouse is on information collection, analysis, and dissemination. Information on materials for all levels of education are being assembled for dissemination to schools upon request. Subject areas covered include English as a second language, bilingual education, Vietnamese language and culture, language assessment, etc. The Clearinghouse is also preparing resource lists of persons who are willing and qualified to consult in various problem areas, such as cross-cultural differences, techniques for language teaching, and Southeast Asian vs American education systems.

As part of its function, the Clearinghouse has established a toll-free hotline (800-336-3040) for educators and others seeking information on refugee education. (A similar hot-line has been established at Georgetown University to assist with problems faced by present or potential Vietnamese and Cambodian university students, such as admission, tuition, proper forms, housing, etc. the toll-free number there is 800-424-2790.)

The Clearinghouse issues a bi-weekly *Alert Bulletin* on matters concerning the educational situation of the refugees. In addition, materials are currently being developed in 7 areas—general information; preschool, elementary, secondary, and adult education; and educational administration—for dissemination to targeted groups of educators and others involved with refugee education. Currently available in the General Information Series are *Hints for Tutors* and *English Language Proficiency Testing*. The Preschool Education Series contains the following materials: *English as a Second Language in Kindergarten: Orientation and Schedule*; *English as a Second Language in Kindergarten: Language and Concept Development*; *English as a Second Language in Kindergarten: Teaching Phonology and Grammar*; *English as a Second Language in Kindergarten: Testing Young Children On Assimilating Vietnamese and Cambodian Students into US Schools* is the first item to appear in the Educational Administrators series; more are planned. All of these materials are available upon request.

The staff of the Clearinghouse in-

See *Indochinese*—11, Col 3

Chapin Appointed New NSF Staff Linguist

The National Science Foundation (NSF) has announced the appointment of Paul Chapin as Staff Assistant for Linguistics. Dr. Chapin will replace Alan E. Bell, who is returning to his duties as Assistant Professor of Linguistics at the University of Colorado. Dr. Chapin, who assumed his new position at NSF on August 25, 1975, is on leave from the University of California at San Diego, where he is Assis-

ant Professor of Linguistics. His main research interests are syntactic theory, English grammar, computational linguistics, and Polynesian linguistics.

Dr. Chapin comes to NSF at a time when the Foundation is involved in extensive reorganization, restructuring the activities of two of its directorates along more functional lines and establishing three new directorates in an effort to improve its management structure. These new directorates are: The Directorate for Mathematical, Physical, and Engineering Sciences; the Directorate for Astronomical, Earth, and Ocean Sciences, and the Directorate for Biological and Social Sciences (under which Dr. Chapin's office will operate).

NSF has also changed the name of the Directorate of Education to the Directorate for Science Education, which encompasses the division of pre-college education in science, the division of higher education in science, and the office of experimental projects and programs. The Directorate's functions are expected to remain relatively unchanged, except that the division of science resource studies will be moved to the Directorate for Scientific, Technological, and International Affairs.

Professor Albert H. Marckwardt, one of America's most distinguished scholars, and a major contributor to the growth and development of the Center for Applied Linguistics, died suddenly at the age of 71 in London on August 20th. Professor Marckwardt and his wife were ending a 10-day tour of England and Scotland. In a forthcoming issue of the *LR* a detailed biographical statement will appear.

Featured Inside . . .

Conferences . . .	6-7, 9
Grants and Fellowships . . .	4-5
Linguists Wanted 8
Personalia12

Director Rudolph C Troike

Deputy Director and Associate Director for Information Services: A. Hood Roberts

Associate Director for International Activities: David DeCamp

Associate Director for Domestic Activities: Roger W. Shuy

Associate Director for Planning and Administration: John H Hammer

Editor: Begay B. Atkinson

Managing Editor: Marcia E. Taylor

Associate Managing Editor: Diane Bartosh

Subscription rates: \$4.50, \$9.50 (domestic airmail); \$14.50 (foreign airmail)

The Center for Applied Linguistics, established in 1959 through a grant from the Ford Foundation, is an independent, non-profit professional organization dedicated to the application of the findings of linguistic science to the solution of educational and social problems. The Center carries out policy studies, research and development, and information dissemination in areas relating to language and linguistics, and works to promote cooperation between linguistics and other disciplines.

The *Linguistic Reporter*, the Center's newsletter, is published 9 times a year. Subscriptions are entered on an academic year basis only, with each new volume beginning in September and concluding in June of the following year. Editorial communications, advertisement inquiries, and books for review should be directed to the Editor, The Linguistic Reporter, CAL, 1611 N Kent St, Arlington, VA 22209. Communications concerning subscriptions should be directed to the Subscriptions Secretary at the same address. Permission is granted for quotation or reproduction from the LR provided acknowledgment is given.

Board of Trustees

Arthur S. Abramson, Sec-Treas, LSA, and Prof of Ling, U Connecticut Ex-officio

Charlotte K. Brooks, Adjunct Prof of Eng, American U

John Elmendorf, Aca Dean, World Campus Afloat, Chapman Coll

Charles A. Ferguson, Prof of Ling, Stanford

Morris Halle, Prof of Ling, MIT

Doll H. Hymes, Prof of Folklore & Folklife, U Pennsylvania

Ilea Lehieta, Prof of Ling, Ohio State U

Winfred P. Lehmann, Prof of Ling, U Texas-Austin

George A. Miller, Prof, Rockefeller U

Horror H. Paper, U Michigan

Dillon Platano, Dir, Navajo Div of Ed Navajo Nation

Eugene B. Power, Retired Pres, Univ Microfilms

Malcolm D. Talbot, Vice Pres and Prof of Law, Rutgers

William Turnbull, Pres, ETS

Gordon B. Turner, Vice Pres, ACLS

Jack H. Vaughn, Pres, Planned Parenthood Federation of America

The View from the Center: New Frontiers for Linguists

It has been almost an article of faith among linguists for over a century—strongly reinforced in this country by the teachings and personal example of Leonard Bloomfield—that linguistics has a great deal to contribute to the improvement of the human condition. It was such a conviction, in fact, which led to the creation of the Center for Applied Linguistics in 1959. It is ironic, then, that this very attitude should be in part responsible for the difficulties which linguists have in finding employment today.

Linguists have worked actively to improve the state of language teaching, to develop materials for teaching minority languages, to bring literacy to hundreds of linguistic groups throughout the world, and to contribute in significant ways to neurological and human developmental research. Linguists, in fact, have probably done more than any other group of social scientists to combat social and cultural bias in the schools, and to work for the cause of equal educational opportunity.

But most of such efforts have been conducted in the context of an extraordinarily chauvinistic view of the science. The prevailing belief within the profession has been that the linguist had only to present the Truth, and all reasonable people would accept it. Either overtly or unconsciously, linguists rejected the validity of other fields of knowledge or experience, and have not considered it worth while to acquire any direct knowledge of them.

Linguistics graduates going out into jobs in other fields, or undertaking work which involves other disciplines, may find themselves at a serious social or professional disadvantage because they do not know enough about the other subject to be able to relate to it and its practitioners, or worse, because they have been conditioned to feel that they do not need to learn, and that it is the responsibility of others to learn what they have to contribute. The effectiveness and acceptability of the linguist and his work in such situations is seriously weakened, for his ideas and efforts will be rejected even before they receive a hearing because of his obvious naivete. This will be true not only in disciplines such as psychology and sociology, but in the undeservedly-maligned field of education as well. Again, before linguists dismiss such reactions as typically benighted behavior of the unenlightened, they should pause to think of their own tendency to ignore or reject the views of specialists from other fields concerning language because of their naiveté or irrelevance.

What is the solution? The future both for a fuller understanding of language and for job opportunities lies in greater cross-disciplinary communication. Traditionally, the approach of the profession has been only to attempt to educate others about linguistics. The time has now come when linguists need to know much more about other fields. One step linguistics programs can take is to assure that all graduates have in-depth training in some area outside linguistics. A more immediate step is to arrange for survey courses in other fields, specifically designed for linguistics students, e.g. Education for Linguists, Sociology for Linguists, etc.—courses which would not attempt to disparage these fields, but which would provide a basic understanding of their operating assumptions and procedures. Only by acknowledging ignorance, and humbly accepting the obligation to learn about other fields in order to communicate significantly in them, can linguists begin to realize their potential for contributing to the state of human knowledge, and to the improvement of the world we live in.

Rudolph C. Troike
Rudolph C Troike

LANGUAGE TRAINING OF THE DEAF IN THE PEOPLE'S REPUBLIC OF CHINA

by Victoria A. Fromkin

[Dr Fromkin is Chairman of the Linguistics Department at UCLA]

The Linguistics Delegation which visited the People's Republic of China from October 16 to November 13, 1974, visited two schools for the deaf, one in Peking and one in Shanghai. A few years ago such schools probably would not have been included in our itinerary, since there was little linguistic concern for or research on the sign languages used by the deaf. Today, however, due to the interest in the biological bases for human language ability and universal characteristics of all human languages, it is generally agreed that knowledge of the structure of sign, the acquisition of sign by deaf children, and the ways in which sign languages change can provide important evidence in theories of grammar and language change. In addition, an increasing number of linguists are concerned with first and second language acquisition and education.

Our visits to the two schools and our discussions with the Revolutionary Committees of these schools were very enlightening. As we found in other aspects of language and linguistics, the priority is on practical questions rather than theoretical research. Thus, we did not find any research on the acquisition or structure of the Chinese sign language. Rather, the emphasis is on the education of the deaf to enable them to play a productive role in society.

The aims in the schools for the deaf therefore are threefold: first, the treatment of the deaf aimed at improvement of their hearing ability; second, the teaching of oral language to permit the deaf to communicate in the hearing world, and third, the teaching of basic knowledge and skills.

As far as we were able to tell, acupuncture is the main method of treatment. In both Peking and Shanghai we were told that most children show improvement in hearing after extended acupuncture treatment, although the extent of the "cure" varies to a great degree. The extensive use of acupuncture for deaf children was started during the Cultural Revolution by

medical teams organized by the People's Liberation Army, who went to the schools and treated the students after first practicing on themselves. They also instructed the teachers in the use of this technique.

Training in articulatory phonetics and speech production, as well as in "listening" and lip reading, is begun very early. The use of sign language, however, is not frowned upon, and all of the teachers of the deaf know the Chinese Sign language and the finger spelling system based on Pinyin (the official phonetic alphabet) which was created in 1958. In the oral speech classes sign is used primarily to help the students correct their faulty pronunciation, i.e. in the explanations of how the sounds should be produced. We visited an articulation training class in the Peking school and observed the teacher drilling the students on the four tones of Mandarin Chinese and words beginning with [h], e.g. [hua], [hui], and [han] in all four tones. These words were printed on the blackboard in IPA phonetic transcription with the "h" in red chalk and the tones marked by diacritics. Diagrams of the lateral section of the vocal tract (as are used in our Phonetics classes) showing tongue and lip positions were also prominent. The teacher would first pronounce the vowel, and the students repeated the sound in chorus. Then the entire word was drilled in this fashion. Those of us who have taught phonetics courses or who have attempted to explain the difference between the aspirated "p" in *pit* and the unaspirated "p" in *spit* by holding strips of paper in front of our mouths were delighted to see this method used by the teacher and children in the practicing of aspirated sounds. After the choral recitations, individual children were called on, and the teacher would attempt to help the child in his pronunciation by calling attention to lip and tongue positions, pointing to herself and the children's lip and throat and tongue, and to the diagrams, using both Sign and finger spelling.

Pronunciation training and oral language classes continue throughout the eight years of basic schooling. (An additional two to three years of technical school is provided for the deaf.)

In addition to the language classes, the curriculum is the same as that in regular schools, e.g. mathematics, geography, history, Chinese, drawing, physical culture, and Marxist-Leninist Mao Zedong thought. In these classes, from the third grade on, all instruction is given through "total communication" methods (at least in Shanghai), i.e. the teacher signs and speaks simultaneously. We attended a geometry class where we noted that, although the teacher signed and spoke, the children's responses were all in sign. Thus, while emphasis is placed on listening and speaking, the use of sign in these classes reflects the general educational aim, repeated in all the schools we visited, to train all students "morally, intellectually, and physically."

Deaf students are not faced with the problem of employment after graduation, since they are all assigned to specific jobs for which they are trained. We were told that many deaf students are trained in the graphic arts.

The present regime's concern for deaf education was very impressive. Hundreds of schools for the deaf were established after the Liberation, as compared to the past where only a few schools existed for the rich. There is the hope that with increased medical care the number of deaf children will decline. We were also gratified by the recognition that the use of sign can be used to facilitate rather than hinder oral communication, even though the major effort is to motivate the use of oral language. Students whose hearing is considered to be sufficiently improved with acupuncture treatment are sent to regular schools to enhance the motivation and ability to understand and use oral language. We were told that the oral communication of these students qualitatively improves after a number of months. Contact is maintained with these students, and the teachers in the schools for the deaf provide individual coaching when needed.

The teachers that we observed seemed to be highly dedicated, patient, warm, and encouraging. The children were attentive, involved, and appeared to be happy and content.

The U.S. Office of Education, through its International Studies Branch, will provide funding for the following programs during 1976-77:

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

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

Applicants should apply directly to graduate deans at their own institutions. The anticipated deadline is October 20, 1975. Official deadlines will be announced in the *Federal Register*.

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

In addition to having U.S. citizenship, candidates must be teachers in foreign languages, area studies, or world affairs. They should have recognized professional standing and are required to submit a detailed description of their proposed project along

with a statement from their institution describing how the project will contribute to the institution's program development plans.

The anticipated deadline is October 1, 1975. Official deadlines will be announced in the *Federal Register*.

Exchange Teaching and Short-Term Seminars Abroad Under the International Educational and Cultural Exchange program authorized by the Fulbright-Hays Act, American educators are eligible for grants to teach abroad during the 1976-77 academic year or to attend selected seminars abroad. Application forms and information about this program may be obtained before November 1, 1975.

Foreign Curriculum Consultant Program State departments of education, local school systems, accredited higher education institutions, and nonprofit education organizations may bring specialists to the U.S. to assist in planning and developing modern foreign language and area studies curriculums. Consultant services generally have been directed toward improving or adding a non-Western European Studies component in secondary education. Grants will not be made for consultants to simply develop language programs.

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

The anticipated deadline is October 1, 1975. Official deadlines will be announced in the *Federal Register*.

Inquiries and application requests should be addressed to: Intern'l Studies Branch, Div of Intern'l Ed, USOE, Dept of Health, Education, and Welfare, Washington, DC 20202.

The Smithsonian Institution administers several programs which may be of interest to scholars in linguistics and related fields:

Special Foreign Currency Programs. A program of grants in foreign currencies which may be awarded to U.S. research institutions for the perform-

ance of research in PL 480 "excess" foreign currency countries. The basic purpose of the program is to support the research of established scholars—usually at the postdoctoral level—in various fields, including archaeology and related disciplines (anthropology, ethnology, linguistics, etc.). Under this program, eligibility is limited to U.S. institutions, and support currently is limited to research in Poland, Burma, Egypt, India, Tunisia, Guinea, and Pakistan. Application deadline: December 1, 1975. Guidelines for submission of proposals may be obtained by writing: Kennedy B. Schmertz, Dir, Foreign Currency Prog and Intern'l Activities Prog, Office of Intern'l and Environmental Progs, Smithsonian Inst, Washington, DC 20560.

Exchange of Scientific and Literary Publications and Governmental Documents. The main purpose of this program is to provide a means for distributing publications to other countries. All educational institutions, scientific and other professional societies, museums, libraries, Government agencies, and individuals wishing to exchange their publications with similar organizations in other countries are eligible. For information on exact procedures for participation in the program contact: Jeremiah A. Collins, Dir, Intern'l Exchange Service, Smithsonian Inst, 1242 24th St, NW, Washington, DC 20037.

Under the joint supervision of the American Council of Learned Societies and the Social Science Research Council, the **International Research and Exchanges Board (IREX)** administers scholarly and academic exchange programs with Bulgaria, Czechoslovakia, Hungary, Poland, Romania, Russia, and Yugoslavia.

Programs with the USSR. Exchange of senior social scientists and humanitarians between the American Council of Learned Societies and the Soviet Academy of Sciences for research purposes in the Soviet Union. Exchange programs are normally for a period of 2 to 4 months. For periods of study beginning May 1976 or later, completed applications should be submitted by November 1, 1975. Exchange of senior scholars in all fields with the

grants, fellowships, awards

Ministry of Higher Education and Specialized Secondary Education of the USSR. For research in Russia for periods of three to six months. Deadline: November 1, 1975. **Exchange of graduate students and young faculty in all fields with the Ministry of Higher and Specialized Secondary Education of the USSR for research in the Soviet Union.** This program is open to graduate students who have completed all work toward the doctoral degree except dissertation and to postdoctoral researchers. Duration of the program is from one semester to a full academic year. Deadline: November 1, 1975. **Language teachers' summer exchange with the Ministry of Higher and Specialized Secondary Education.** For advanced Russian language study at Moscow State University. Open to teachers with at least two years teaching experience in Russian; study is for nine to ten weeks during the summer. Deadline: December 1, 1975. **Short term travel grants.** Contemporary social scientists who have received formal invitations from the Russian Academy of Sciences, one of its institutes, or other appropriate Soviet institutions may apply. These grants are available for professionals visiting the USSR for purposes of consultation, research, lecturing, etc. Applications may be made at any time.

Programs with Eastern Europe. For graduate students who have completed all work toward the doctorate except dissertation, junior researchers, and professors who intend to conduct research in Bulgaria, Czechoslovakia, Hungary, Poland, Romania, and Yugoslavia. Duration of the program normally is for one semester to a full academic year. Deadline for academic year 1976-77: November 15, 1975.

Ad Hoc Grants. A limited number of small grants are available for support of short-term scholarly contacts leading to joint research and new forms of academic cooperation between American scholars and institutions and their counterparts in the Soviet Union and Eastern European countries. Deadlines: September 30, 1975; December 31, 1975; March 31, 1976; and May 31, 1976.

Grants for Collaborative Projects. Small awards are made for a select

number of special projects such as binational or multinational symposia, joint research or publication, information exchanges, and institutional exchanges of personnel. These awards involve scholars from the United States and one or more of the exchange countries previously mentioned as well as scholars from East Germany, Albania, and Mongolia. Deadlines: October 31, 1975 and April 30, 1976.

For additional information on these and other IREX programs write: IREX, 110 E 59th St, New York, NY 10022.

The John Simon Guggenheim Memorial Foundation offers fellowships to assist research in any field. Grants are normally for one year, but not less than 6 months. Applicants must either be U.S. citizens or have permanent residency (separate fellowships for foreign scholars are available through a related program). Approximately 300 fellowships will be made available, with an average award of \$13,000 depending upon need, resources, and scope of studies. Application deadline: October 1, 1975. Write: John Simon Guggenheim Memorial Foundation Fellowships, Gordon N. Ray, Pres, John Simon Guggenheim Memorial Foundation, 90 Park Ave, New York, NY 10016.

The American Council of Learned Societies (ACLS) has announced the availability of fellowships and grants for 1976. Information on these grants and fellowships are provided below.

Fellowships. Available to scholars wishing to engage in research in the fields of philosophy, aesthetics; philology, languages, literature, and linguistics, archaeology; art history and musicology; history; cultural anthropology, and folklore. Eligibility: PhD or equivalent required; applicant must be citizen or permanent resident of the U.S. or Canada. Maximum stipend: \$13,500. Application deadline: September 30, 1975.

Study Fellowships. Young humanists are invited to apply for these grants if they are interested in enlarging their knowledge range by study inside or outside their field in other disciplines. Grants will not be made for basic

research purposes. Maximum stipend: \$12,000. Deadline: November 15, 1975.

Grants-in-Aid. These grants are made exclusively for the advancement of specific research programs in progress and are limited to support of the scholar's essential personal expenses for that purpose. Maximum stipend: \$3,000. Deadlines: September 30, 1975 and February 15, 1976.

In requesting application forms for the above programs prospective applicants should state age, highest academic degree held and date received, citizenship or permanent residence, academic or other position, field of specialization, proposed subject of research or study, duration, and name of program under which application is contemplated. Application should be made under one program only. General inquiries and requests for application forms should be addressed to: Office of Fellowships and Grants, ACLS, 345 E 46th St, New York, NY 10017.

The American Philosophical Society (APS) provides support for basic research in all fields of learning. Grants are designed to assist investigators by providing for costs of research work, including the collection of scientific and literary materials; preparation of photographs, micro-films, and other records, purchase of supplies; necessary travel, and other incidental expenses of research. Maximum grants are for \$2,000, with an average of \$800. Approximately 500 such grants will be made available during the coming year. Applications are reviewed on the first Friday in February, April, June, October, and December and must be submitted at least 8 weeks in advance. Write: Comm on Research, APS, 104 S 5th St, Philadelphia, PA 19106.

The Belgian American Foundation offers research fellowships for independent study in Belgium. Applicants must be U.S. citizens, fluent in French or Dutch, and must hold at least a Masters Degree. Nominations must be made by candidate's graduate dean by January 31, 1976. Maximum award: \$5,000. Write: Belgian American Foundation, 420 Lexington Ave, New York, NY 10017.

On September 1, 1975, the **People's Republic of China** adopted the Pinyin (phonetic) system of transliterating Chinese characters into Latin script. The project is designed to unify the Romanized spelling of names and places to avoid confusion in foreign spellings of Chinese. This system will replace thousands of Chinese characters with a complete phonetic language based on the Northern dialect—Mandarin. The switch to Pinyin is only the first step in this direction. Now, Mao-Tse-tung = Mao Zedong; Peking = Beijing, Tibet = Xizang, and Hong Kong = Xiang Gang.

Trinity University is planning to publish a special collection of papers on teaching Spanish to the Spanish-speaking and is inviting contributions to the volume. Papers (10-12 pages in length) should deal with one or more of the following topics: testing procedures (types of instruments, purpose, content, etc.); specific philosophies concerning standard and non-standard dialects of Spanish; varieties of Spanish in use in bilingual programs; specific methodologies for the teaching of Spanish as a second dialect (middle school, high school, and college); specific methodologies for the teaching of Spanish as a native language (development of oral skills, listening skills, reading, writing, etc.). Deadline for submission of completed papers is October 30, 1975, with notification of acceptance to be made by November 30, 1975. Send all correspondence to, Guadalupe Valdés Fallis, Dept of Foreign Langs, New Mexico State U, Las Cruces, NM 88003.

Jacob Ornstein, co-director of the Southwest Ethnic Study Center at U Texas-El Paso, has become Professor Emeritus of Modern Languages and Linguistics at U Texas-El Paso. Although Dr. Ornstein has retired from his teaching duties, he will remain active in ethnic, sociolinguistic, and applied linguistic research.

Dr. Evangeline Ward, formerly of Temple U, became the executive director of the Child Development Associ-

See News Briefs—10, Col 3

- September 23-27. Annual Linguistics Colloquium, 10th Tubingen, West Germany (Write Linguistisches Kolloquium, Vorbereitungs-komitee, Wilhelmstrasse 50, 74 Tubingen, West Germany)
- October 2-4. Southern Conference on the Teaching of Foreign Languages, New Orleans, LA.
- October 8-11 American Association for the Advancement of Slavic Studies, Atlanta, GA (Write George Kalbous, AAASS, Rm 254, 190 W 19th, Ohio State U, Columbus, OH 43210)
- October 11-12 Annual Seminar on Living English Language in the Schools, 4th, Pomona, CA [See LR 18 1, p 8]
- October 12-13 Romanian Studies Group Chapel Hill, NC (Write Augustin Maissen, Dept of Romance Langs, Dey Hall, U North Carolina, Chapel Hill, NC 27514)
- October 24-25 Conference on New Ways of Analyzing Variation, 4th, Washington, DC (Write Ralph W Fasold, Lectocological Ass'n, Dept of Ling, Georgetown U, Washington, DC 20057)
- October 24-25. Mid-America Linguistics Conference Lawrence, KS. (Write Frances Ingemann, Dept of Ling, U Kansas, Lawrence, KS 66045.) [Invited speaker Victoria Fromkin, UCLA, deadline for abstracts Sept 10]
- October 26-30. American Society for Information Science, Boston, MA
- October 30-November 1 Association for Computational Linguistics, 13th, Boston, MA (Write Tim Diller, Systems Dvlpmnt Corp, 2500 Colorado Ave, Santa Monica, CA 90406)
- October 31-November 2 Autumn Meeting of the Linguistics Association of Great Britain, Heshington, York, England. [See LR 18 1, p 9]
- October 31-November 2 Northeast Linguistic Society Montreal, PQ, Canada (Write Alan Ford, Dept de Ling, U Montreal, CP 6128, Montreal, PQ, Canada)
- November 3-4 Colloquium on Plurilingualism at the University Louvain, Belgium (Write Inst des Langues Vivantes, Dekenstraat 2, B-3000 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 Ferdows, Dept of Pol Sci, U Louisville, Louisville, KY 40208)
- November 8-8 South Atlantic Modern Language Association and the Southeastern Conference on Linguistics Atlanta, GA
- November 13-15 Linguistic Association of the Southwest San Antonio, TX (Write Bates L Hoffer, Prof of Eng, Trinity U, San Antonio, TX 78284)
- November 14-15 Biennial Foreign Language Symposium, 3rd Fairfax, VA (Write Inge B Wekerle, Symposium Planning Comm, Dept of Foreign Langs, George Mason U, Fairfax, VA 22039) [See LR 17 5-6, p 11]
- November 21-24 American Speech and Hearing Association Washington, DC.
- November 26-29 National Council of Teachers of English, 85th San Diego, CA
- November 27-30 American Association of Teachers of German Washington, DC
- November 27-30 American Council on the Teaching of Foreign Languages, 8th Washington, DC
- November 27-30. International Congress of the Fédération Internationale des Professeurs de Langues Vivantes, 14th Washington, DC (Write Secrétariat Général, FIPLV, Postfach 544, D-355 Marburg II, West Germany)
- December 1-6 Conference on Asian Languages, 3rd Jakarta, Indonesia [See LR 18, 1, p 9]
- December 2-6 Conference on American Indian Languages, 14th San Francisco, CA
- December 3-6. American Anthropological Association, 74th San Francisco, CA
- December 9-13 International Conference on Linguistics in Central and Southern Africa Salisbury, Rhodesia (Write General Sec (LINCISA), Dept of Ling, U Rhodesia, PO Box MP 167, Mt Pleasant, Salisbury, Rhodesia) [See LR 17 2, p 6]
- 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 28-29 Modern Language Association, 90th San Francisco, CA
- December 28-31 International Congress of the Fédération Internationale des Professeurs de Français (FIPF) New Orleans, LA. (Write Secrétariat Général, FIPF, Centre International d'Etudes Pédagogiques, 1'avenue Léon-Journali, 92310 Sèvres, France)
- December 27-29 American Association of Teachers of Slavic and East European Languages Chicago, IL
- December 27-29 American Dialect Society San Francisco, CA

meetings and conferences

- December 27-29 Speech Communication Association Houston, TX
 December 27-30 American Association of Teachers of French New Orleans, LA
 December 28-29 American Name Society San Francisco, CA (Write Lurline H Coltharp, Dept of Eng. U Texas-El Paso, El Paso, TX 79968)
 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

1978

- January 18-17 Conference on the Sociology of the Languages of American Women Las Cruces, NM (See LR 18 1, p 9)
 January 19-23 International Conference on Historical Linguistics, 2nd Tucson, AZ (Write William M Christie, Dept of Eng. SICHL, U Arizona, Tucson, AZ 85721)
 February 18-24 American Association for the Advancement of Science, 142nd Boston, MA
 March 3-6 Convention of Teachers of English to Speakers of Other Languages, 10th New York, NY (See LR 18 1, p 9)
 March 21-24 Association for Asian Studies Washington, DC
 March 21-24 Association of Teachers of Japanese Washington, DC
 March 25-27 Conference on Composition and Communication Philadelphia, PA
 April 1-4 Northeast Conference on the Teaching of Foreign Languages New York, NY
 April 3-5 Annual Meeting of the Linguistics Association of Great Britain Edinburgh, Scotland (Write) Christie, Dept of Ling 15, Buccleuch Pl, Edinburgh EH8 9LN, Scotland)
 April 4-9 Council for Exceptional Children, 54th Chicago, IL
 April 5-9 International Conference of Nordic and General Linguistics, 3rd Austin, TX (Write John Weinstock, Dept of Germanic Langs, U Texas-Austin, Austin, TX)
 April 6-9 Acoustical Society of America Washington, DC
 April 9-10 College English Association Cincinnati, OH
 April 11-16 Association for Childhood Education International Salt Lake City, UT
 April 15-17 Conference on African Linguistics, 7th Gainesville, FL (Write Paul A Koley, Cntr for African Studies, 470 LGH U Florida, Gainesville, FL 32611)
 April 19-23 American Educational Research Association Las Vegas, NV
 April 22-24 Central States Conference on the Teaching of Foreign Languages Detroit, MI (Write William Clapper, Roanoke County Schs, 526 Coll Ave. Salem, VA 24153)
 April 22-24 Southwest Areal Language and Linguistics Workshop, 5th San Antonio, TX (Write Bates L Hoffer, Prof of Eng, Trinity U, San Antonio, TX 78284)
 May 4-7 National Association for Foreign Student Affairs San Diego, CA.
 May 10-14 International Reading Association Anaheim, CA
 June 28-July 2. International Conference on Computational Linguistics Ottawa, Ont, Canada (Write COLING 76, Dept of Ling and Modern Langs, U Ottawa, Ottawa, Ont K1N 6N5, Canada)
 July 10-16. World Educators Conference Honolulu, HI
 June 28-August 20 LSA Linguistic Institute Oswego, NY
 July 30-August 1 LSA Summer Meeting Oswego, NY
 August 17-19 World Congress of the International Reading Association, 8th Singapore
 August 26-31 World Congress of Phoneticians, 3rd Tokyo, Japan (Write Organizing Comm, Phonetic Society of Japan, Daita-2, Setagaya-ku, Tokyo 155, Japan)
 August 30-September 2 American Sociological Association New York, NY
 September 1-4 International Phonology Meeting, 3rd Vienna, Austria (Write Phonologietagung, Inst für Sprachwissenschaft, Universität, Luegerring 1, A-1010 Vienna, Austria.)
 September 3-7 American Psychological Association Washington, DC
 October 31-November 4 American Society for Information Science San Francisco, CA
 November 16-19 Acoustical Society of America San Diego, CA
 November 17-21 American Anthropological Association, 75th Washington, DC
 November 20-23 American Speech and Hearing Association Houston, TX
 November 25-28 American Council on the Teaching of Foreign Languages, 10th New Orleans, LA
 November 22-27 National Council of Teachers of English, 66th Chicago, IL
 December 26-29 Modern Language Association, 91st New York, NY.
 December 27-29 American Dialect Society New York, NY
 December 28-30 Linguistic Society of America, 51st Philadelphia, PA
 December 28-30 American Philological Association New York, NY

new journals

Italian Linguistics. Published by Peter de Ridder Press Approx 2 per year. Editor: V. Lo Cascio. Subscription, \$6.50. Editorial correspondence to: V Lo Cascio, U Amsterdam, Italian Inst, Singel 134, Amsterdam, The Netherlands. Subscription correspondence to Peter de Ridder Press, P.O. Box 168, Lisse 1660, The Netherlands

Written primarily in English (with summaries in Italian), this journal serves as a medium for the promotion and coordination of studies, both in and outside Italy, in Italian language and linguistics. The first issue contains articles focusing on passive and impersonal sentences. Subsequent issues are expected to deal with such topics as the semantics of Italian prepositions and conjunctions, modal logic and linguistic structures, language as political struggle in Italian literature, the history of Italian linguistics, problems of bi/trilingualism for Italians in Italy and abroad, and problems of phonology. In addition to topical issues, anthropological issues are also planned

Linguistic Analysis. Published by American Elsevier. Quarterly. First issue: March 1975. Editor Michael K Brame. Subscription: \$16 00 individual; \$25 00 institutional. Editorial correspondence to: Michael Brame, Ed, Linguistic Analysis, Dept of Ling, GN-40, U Washington, Seattle, WA 98195. Subscription correspondence to: American Elsevier Pub Co, 52 Vanderbilt Ave, New York, NY 10017

International in scope, this journal focuses primarily on articles on formal syntax, semantics, and phonology. Papers presented thus far in Volume 1 include A Transformational Analysis of French Clitics without Output Constraints (Joseph Emonds, UCLA); Comparative Deletion and Constraints on Transformations (Joan W. Bresnan, U Massachusetts); Iteration and Disjunctive Domains in Phonology (Elaine Phelps, U Washington); Questions of Form and Interpretation (Noam Chomsky, MIT); The Constituent Structure of VP and AUX and the Position of the Verb BE (Adrian Akmajian, U Massachusetts-Amherst, and Tom Wasow, Stanford U).

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 Western Australian Inst of Tech needs a senior tutor/lecturer in linguistics, with concentration in Southeast and/or East Asian linguistics. Requirements: PhD, field experience, teaching ability and publications, and interest in one or more of the following: phonetics/phonology, developmental psycholinguistics, applied linguistics, sociolinguistics (Indonesian/Japanese/English). Duties: teach undergraduates primarily in specialty with disciplinary and interdisciplinary orientation, and participate in the development of undergraduate and graduate positions. Salary varies, minimum appointment available. Send CV and references by October 1, 1975 to Dir Western Australian Inst of Tech, Hayman Rd, S Bently 8102, Western Australia. Please quote reference AL4 when applying.

Queens Coll of CUNY will have an opening as of Sept 1, 1976 for a PhD in Linguistics, Applied Linguistics, or a related area. Teaching and/or curriculum development duties will include undergraduate and graduate (doctoral level) courses in ESL, bilingualism, theories of language acquisition, and related areas. Will also assume responsibility for directing the English Language Institute and ESL programs under the jurisdiction of the Dean of the School of General Studies. Research interests should include some facet of second

language acquisition. Ability in test and curriculum development essential. Deadline for consideration of applications is December 15, 1975. Send to Charles E. Cairns, Dept of Ling, Queens Coll of CUNY, Flushing, NY 11367.

U Nebraska-Omaha may have an opening for an instructor or assistant professor in ESL, starting Fall 1975. MA, experience in TESOL, and ability to teach freshman composition required. Appointment at assistant professor level requires PhD. Extensive background in linguistics and/or literature preferred. Write Richard L. Lane, Chmn, Dept of Eng, U Nebraska-Omaha, Omaha, NB 68101.

The Foreign Service Institute (Department of State) expects to make one or more two-year appointments of supervising linguists during the coming year. Salary \$12,000 to \$15,000. Qualifications: US citizenship, knowledge in depth of linguistics, good command of at least one foreign language, native or near-native command of spoken and written English, language teaching or other cross-cultural training experience, supervisory experience, extended residence in a foreign language area with direct contacts among host-country nationals. Duties will be partly managerial, partly applied linguistics, applied learning, theory, and cross-cultural communication. Note: since a top security clearance is required, an exact hiring date cannot be specified. Send applications to James R. Frith, Dean, Sch of Lang Studies, FSI, Dept of State, Washington, DC 20520.

SUNY-Stony Brook invites applications for the position of Chairperson of the Linguistics Program for 1975 or 1976. Appointment at full professor rank. Applicants should have an extensive record of publication as well as an interest in developing the Lin-

The Center for Applied Linguistics, supported by a contract from the U.S. Office of Education, is now in the process of updating A Provisional Survey of Materials for the Study of Neglected Languages (CAL 1969).

In a change of format, the updated survey will be published in the spring of 1976 in eight fascicles, organized geographically (Western Europe, including European-influenced Pidgins and Creoles; Eastern Europe and the Soviet Union, Middle East and North Africa, South Asia, Southeast Asia and the Pacific, Eastern Asia, Sub-Saharan Africa, and Amerindian). Each fascicle will contain an annotated bibliography of the basic tools of access for the study of uncommonly-taught languages (modern languages other than English, French, German, Italian, Russian, and Spanish) spoken in the area and will be arranged by language under teaching materials, readers, grammars, and dictionaries.

In order to make the updated survey as complete as possible (it will serve as an important and extensive reference work for the language teaching and learning communities), CAL is inviting suggestions for materials, published or forthcoming, that would be appropriate for inclusion. Although primary emphasis is on materials suitable for the English-speaking adult learner, selections will be made to meet the needs of a broad range of users. Please submit all pertinent information to: Dorothy Rapp, CAL, 1611 N Kent St, Arlington, VA 22209.

See Linguists Wanted—12, Col 3



Apartment 3-G by Alex Kotzky
Courtesy of Field Newspaper Syndicate

The New York Academy of Sciences is sponsoring a **Conference on Origins and Evolutions of Language and Speech**, to be held September 22-25, 1975 in New York City. Topics to be covered during the 4-day conference include protolanguages and universals, perceptual and cognitive substrates, artificial intelligence, paleobiological approaches, the fossil record and neural organization, behavioral parallels and continuities, gestural origin theories, linguistic competence of apes, perception and production of speech, and language and the human brain. A partial list of speakers encompasses the following: Charles Fillmore, U Cal-Berkeley; Noam Chomsky, MIT; William S-Y. Wang, U Cal-Berkeley; Ernst von Glasersfeld, U Georgia; Thomas Bever, Columbia U; Thomas A. Sebeok, Indiana U; Gordon Hewes, U Colorado; Harry Whitaker, U Rochester; Earl Miner, Princeton U. For further information write: Conf Dir, NY Academy of Sciences, 2 East 63rd St, New York, NY 10021.

The **4th Annual Seminar on "Living English: Language in the Schools"** will be held October 11-12, 1975 at Cal State Poly U. The seminar's focus will be on nonverbal communication, its relationship to verbal communication, and the implications for teachers and counselors. Attention will be given to the role of cultural and subcultural differences in nonverbal communication, to how sensitivity to these differences and their meanings can be increased, and to problems of misperceiving nonverbal messages. Related topics will include the acquisition of language and the development of linguistic skills. For further information write: Stanley J. Cook, Assoc Prof, Dept of Eng and Modern Langs, Cal State Poly U, 3801 Temple Ave, Pomona, CA 91768.

The **Linguistics Association of Great Britain** will hold its Autumn Meeting October 31-November 2, 1975 at U York. The theme of the conference is "The Nature of the Data of Linguistics." Only members of the association are invited to submit papers. For

further information write: John Green, Dept of Lang, U York, Heslington, York YO1 5DD, England.

The **National Association for the Education of Young Children** will hold its Annual Conference November 12-15, 1975 in Dallas, TX. The theme of this year's conference is "Early Childhood Development: It's an Art/It's a Science!" Attention will be focused on the relative contributions of the arts and sciences as they are concerned with the development of young children, with some discussion of early childhood education in a bilingual or multi-ethnic setting. For further information write: NAEYC '75, 1834 Conn Ave, NW, Washington, DC 20009.

The **3rd Conference on Asian Languages** will be held December 1-6, 1975 in Jakarta, Indonesia. The conference is sponsored jointly by the National Center for Language Development of the Indonesian Ministry of Education and Culture and the Asian Association on National Languages. Its theme is "Language and Nation Building." For further information write: Amran Halim, Conf Dir, Jalan Diponegoro 82, Jakarta, Pusat, Indonesia.

A seminar on "**Sociolinguistic Perspectives in Language Teaching**" will be held during the 90th Annual Meeting of the Modern Language Association (see Meetings and Conferences, page 6 of this issue). Papers to be presented at the seminar are expected to deal with specific implications of sociolinguistic principles and language teaching methodology rather than theoretical issues. For further information contact: Yolanda Sole, Dept of Span and Port, U Texas-Austin, Austin, TX 78712 or Keith Anderson, Dept of German, Penn State U, S-323 Burroughs Bldg, S, Univ Park, PA 16802.

A **Conference on the Sociology of the Languages of American Women** will be held January 16-17, 1976 at New

Mexico State U. Keynote speaker: Susan Ervin-Tripp, U Cal-Berkeley. The conference will focus on reports of empirical studies, either descriptive or experimental, with full consideration given to the sociolinguistics of minority women. A special feature of the conference will be one-hour workshops for setting research priorities and discussion of design and methodology. Write: **Conference on the Sociology of the Languages of American Women**, Box CD, New Mexico State U, Las Cruces, NM 88003.

UNESCO will convene a meeting of experts on the diversification of methods and techniques for teaching a second language September 15-20, 1975. The aims of the Paris meeting are to identify language teaching trends, ascertain their effect on teaching media, and examine their effect on non-school language teaching. The role and results of audio-visual teaching methods will also be studied to determine their contributions to linguistic research theories. The anticipated result of the meeting is an outline strategy for language teaching and the identification of education research and linguistic study priorities. Christina Bratt Paulston (U Pittsburgh) will represent CAL at the conference.

A **Symposium of Linguistic Approaches to the Poetry of Edna St. Vincent Millay** is being planned for October 15-17, 1976 at SUNY-Albany. Scholars interested in participating are invited to submit a title and a brief description of the study they propose to undertake. Participants will be asked to investigate in detail one aspect of form in Millay's poetry as a whole (or a substantial portion thereof). There will be a number of invited papers, and contributions are welcome in any appropriate area, including the following: semantic (vocabulary, metaphor); phonological (metrical patterns, sound symbolism); syntactic (structural patterns, complementary systems). Publication of the proceedings is planned. Deadline for submission of descriptions/abstracts is October 1, 1975. Send to: Francine Frank, Symposium Comm, HU 245, SUNY-Albany, Albany, NY.

To stay informed
subscribe to the LR.

Russian Linguistics

International Journal for the Study of the Russian Language

Editor A V Issatschenko, University of Klagenfurt, A-8010 Klagenfurt, Austria

Editorial Secretaries Eva Ritter Klagenfurt N M Sainikow, Klagenfurt

Editorial Board H Birnbaum, L Đurović, A G F van Holk, G Huitl-Worth, G Jacobsson, H Jakacha, V Kiparsky, R L Hermitte, S Sverdrup Lunden, J Marvan, R Růžicka, G Shevelov, A Sjöberg, E Stankiewicz, B A Uspenskij, D Ward, E Wedel, W Witkowski, D S Worth

To date, problems of Russian linguistics have been treated in numerous periodicals dealing either with the Slavic languages as a whole or with general linguistics. *Russian Linguistics* appears at a time when there is increasing awareness among scholars who deal with the Russian language that an attempt should be made to concentrate the growing bulk of information within their specific domain of investigation. *Russian Linguistics* will fill the urgent and growing need for a journal specifically dedicated to issues concerning the Russian language. We feel that the importance of Russian studies all over the world justifies the creation of an international periodical that would serve to accelerate publication of timely contributions on all aspects of Russian linguistics and poetics, both diachronic and synchronic.

It is our aim to maintain critical and bibliographical sections which are as comprehensive and up-to-date as possible. Volume 1 will thus contain a bibliographical survey of the publications of 1973.

Russian Linguistics will publish information on international and local congresses, conferences, and symposia, and provide first hand information on the state of our discipline in various countries in the world.

Subscription price per volume of four issues Dfl. 125.- / US \$ 50.00, plus Dfl. 12.50 / US \$ 5.00 for postage and handling. One volume will be published yearly. Personal subscription price on request.



D. Reidel Publishing Company

Dordrecht - Holland / Boston - U.S.A.

The Ford Foundation announces publication of . . .

Language and Development: A Retrospective Survey of Ford Foundation Language Projects 1952-1974 \$4.00

Reviews programs in 38 countries, including the United States, Canada, the United Kingdom, Eastern Europe, and all parts of the developing world. It examines in detail projects in the Philippines, India, Egypt, Jordan, Tunisia, the West Indies, and Peru, emphasizing changes in conditions there and resultant changes in the Foundation's policy and style. The survey is designed for the general reader as well as for scholars, educators, government officials, and officers of aid agencies.

The report observes that lessons of the last two decades have strengthened the belief that language is the key to development of the individual and nation. But it also notes that programs designed to deal with the intricate relations between language and development have changed. Declaring that modernization cannot be achieved merely through a transfer of technology, the report states that "language work overseas has shifted from a single-minded interest in teaching English to a realization that multilingual societies have acute language problems which are at the root of their cultural continuity and their political, social, and educational development."

Language and Development: Case Studies \$3.00

The second volume in this series presents detailed case studies that illuminate the evolution of selected projects and presents a variety of methods for evaluating them. The twelve studies have been written by international authorities in the field of language study and development.

Order from: The Ford Foundation, P.O. Box 1919, New York, NY 10001.

All orders must be prepaid.

Language and Linguistics in the People's Republic of China

Edited by Winfred P. Lehmann

Based on the recent American Linguistics Delegation visit, this book is the first to explore current linguistic activities in China. Topics include standard language and language reform, the teaching of Chinese and English, problems of definition and dictionaries, and a theoretical basis for understanding linguistic activities in China. cloth \$9.50, paper \$3.95

Introduction to Classical Nahuatl

By J. Richard Andrews

The first concerted, detailed application of modern linguistic analysis to Nahuatl and the most helpful guide to the language's unusual features. The grammatical structures are presented in a systematic, step-by-step progression, designed for either self-instruction or classroom study. Workbook contains exercises, supplementary readings, and a key. text \$39.50, workbook \$14.95, set \$52.50



University of Texas Press
Box 7819, Austin 78712

NEWS BRIEFS— from page 6

ate Consortium on July 1, 1975, replacing Dr. C. Ray Williams, who had held the post for the past 3 years. Dr. Ward has had extensive practical experience in the field of day care, having served as President of both the National Association for the Education of Young Children and the National Council on Black Child Development and as consultant to both the Head Start and Follow-Through Programs.

Hanoi Radio recently began a new service for its listeners—language instruction by radio. The new languages courses in Russian, Chinese, and English are each broadcast for a half-hour daily.

Center for Applied Linguistics Vietnamese Refugee Education Series

- | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------|
| <p>1. English-Vietnamese Phrasebook with Useful Word List (for Vietnamese speakers)</p> <p>A survival phrasebook and mini-dictionary designed to meet the immediate language needs of refugees upon their resettlement.</p> <p>Two accompanying cassette tapes</p> | <p>\$3.00</p> <p>\$13 00</p> |
| <p>2. Vietnamese-English Phrasebook and Useful Word List (for English speakers)</p> <p>Simplified Vietnamese for Americans with a semi-phonetic respelling pronunciation guide.</p> <p>One accompanying cassette tape</p> | <p>\$2.00</p> <p>\$6.00</p> |
| <p>3. A Handbook for Teachers of Vietnamese Students: Hints for Dealing with Cultural Differences in Schools.</p> <p>Suggestions for teachers to help reduce possible culture shock for Vietnamese students</p> | <p>\$1.00</p> |
| <p>4. A Selected Annotated Bibliography for Teaching English to Speakers of Vietnamese.</p> <p>Information on classroom and resource materials from pre-reading through adult</p> | <p>\$1.50</p> |
| <p>5. A Personnel Resources Directory for the Education of Vietnamese Refugees.</p> <p>Information on available Vietnamese and American educators who have by background, experience, or training, special expertise in teaching content subjects in Vietnamese or English as a second language.</p> | <p>\$1.00</p> |
| <p>6. A Colloquium on the Vietnamese Language.</p> <p>Presented July 15, 1975. Contains references to contrastive features between Vietnamese and English including 45-minute presentation in phonology and syntax and a 45-minute question and answer period. Price includes accompanying handout</p> | <p>\$6.50</p> |

To order the *Vietnamese Refugee Education Series*, write:

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

All orders from individuals must be prepaid. (Virginia residents add 4% sales tax.) Orders from bookstores, distributors, institutions, libraries, etc. on official purchase orders can be invoiced. Payment on receipt; cash discount not allowed.

INDOCHINESE -- from page 1

cludes Vietnamese and American linguists and education and culture specialists Allene Guss Grognet, formerly Director of Publications for CAL, serves as Clearinghouse coordinator, A. Hood Roberts, Director of the CAL•ERIC Clearinghouse on Languages and Linguistics, is Project Director. Persons or organizations who wish to either use Clearinghouse services or contribute materials to its data bank should write to the National Indochinese Clearinghouse, CAL, 1611 N Kent St, Arlington, VA 22209, or call toll free, 800-336-3040.

Prior to receiving the HEW grant, the Center for Applied Linguistics on its own had already responded to the urgent educational crisis created by the arrival of the Vietnamese refugees in this country. In early May 1975 CAL sent specialists to the various refugee centers to conduct preliminary assessments of language training needs, William Slager (U Utah) went to Camp Pendleton in California, John Bordie (U Texas-Austin) surveyed the situation at Fort Chafee, Arkansas, and Goerge Bozzini (George Washington U) interviewed refugees at Eglin Air Force Base in Florida. The reports submitted by these specialists provided important information concerning the general level of English proficiency of the refugees and have proved to be of great value in developing plans for dealing with the problem. The Center was assisted in these activities by Mary Galván, President of the TESOL organization, who served as a consultant at Fort Chaffee. TESOL has also cooperated in efforts to set up workshops dealing with the refugee problem and in the area of personnel resources.

Kenton Sutherland came to CAL for the summer, on leave from Cañada College, to coordinate these activities prior to the establishment of the Clearinghouse. Sutherland played a major role in the crash effort to develop CAL's Vietnamese Refugee Education Series (see p 11 of this issue for further information on the series) in time for use before school started. This series, intended for use by the refugees and others working with them, is designed to bridge the language and cultural barrier and help the refugees take their place as new members of American society.

The following is a list of linguists who are changing their institutional affiliation as of the 1975/76 academic year. It contains only those changes that have been brought to the attention of the editor, persons wishing to publicize such information should contact the LR. An asterisk marks a temporary change.

	FROM	TO
Adrian Akmajian	U Mass-Amherst	U Arizona
Stephen R. Anderson	Harvard	UCLA
Alan E. Bell	NSF	U Colorado
Margaret Bruck	McGill U-Montreal Children's Hosp	CAL
Paul Chapin	U Cal-San Diego	NSF
Louise Cherry	ETS, Princeton	CAL
Sandra Chung	Harvard	U Cal-San Diego
Andrew Cohen	UCLA	U Jerusalem
Edward Finegan	USC	Amer Lang Inst Eng Prog, Nat'l Iranian Radio & TV, Tehran
Alexander Grosu	U Tel Aviv	UCLA
Einar Haugen	Harvard U	Emeritus
Larry Hyman	U Cal-Berkeley	USC (Act Chmn, Ling Dept)
Stephen Krashen	Queens Coll, CUNY	USC
Jacob Ornstein	U Texas-El Paso	Emeritus
*Herbert H. Paper	U Michigan	Ben Zvi Inst, Israel
Gary J. Parker	Peru	U Western Ontario
Jacqueline Sachs	U Conn	Stanford
Marilyn Segall	American U	CAL
Timothy Shopen	CAL	U Sydney
*Owen Thomas	Indiana U	U Cal-Irvine
*Elizabeth Traugott	Stanford	France (ACLS Grant)
Peter Volkert	American U	CAL
Marjorie Wertz	Hunter Coll	CAL
Joseph Willhoft	American U	CAL

guistics Program in related fields in which linguistic theory can be applied. Interdisciplinary interests preferred. Send applications to Herbert Weisinger, Dean, Grad Sch, SUNY-Stony Brook, Stony Brook, NY 11794.

Lectureship in Linguistics in the newly established Dept of Ling at U Sydney. Applicant should have a broad range of interests within the field of linguistics as well as teaching capability. Preference will be given to candidates with research interest in some aspect of language and society. For further information write R I Jack, Dean, Fac of Arts, U Sydney, NSW 2006, Australia.

Portland State U may have an opening for an **assistant professor of ESL**, starting Fall 1975. Duties will include teaching courses in TESL methodology and assisting in the ESL program. Salary \$12,000 (approx). PhD required. Write N Greis, ESL, P O Box 751, Portland State U, Portland, OR 97207.

Correction: Due to a typographical omission, The May/June issue of the LR incorrectly implied that USIA was soliciting experienced male TEFL teachers for work in Saudi Arabia for that Agency. The item should have read that the English Language Center of the [Saudi] Ministry of Education is soliciting male TEFL teachers. USIA acted only as "middle-man" for the Center in placing the notice in the LR.

The Linguistic Reporter

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

a newsletter in applied linguistics

The Linguistic REPORTER

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

OCR Sets Guidelines for Fulfilling *Lau* Decision

The Office of Civil Rights (HEW) has issued a set of guidelines for schools to comply with the 1974 Supreme Court decision in the case of *Lau vs Nichols*. The decision requires school districts to provide equal educational opportunities for students from non-English-speaking backgrounds [see LR 17:3 (March 1974) for the text of this decision]. Districts not in compliance with Title VI of the 1964 Civil Rights Act (CRA) have been instructed to file voluntary plans that follow the OCR guidelines.

The guidelines were drafted by a task force selected from representatives of the major language-ethnic groups impacted by the decision, together with specialists from relevant disciplines. The task force was headed by Roy Rodriguez of OCR, and members were Gloria Becerra, Jose Cardenas, Edward DeAvila, William Demmert, Paulina Jacobo, Juanita Lott, Maria Reyes, Milton Silva, Terry Sullivan, and Ling-Chi Wang.

A high point of the guidelines is that a bilingual program is required at the elementary and intermediate levels, and an ESL (English as a second language) program is declared to be *not appropriate*. These requirements conformed to guidelines from a master plan developed by the Center and the Citizens' Task Force for the San Francisco schools in response to the Supreme Court decision [see LR 16:9 (November 1974)]. The compliance

See OCR-5, Col 1

Featured Inside . . .

Conferences	8-9, 13
Grants and fellowships	10-11
Linguists wanted	16
News briefs	8

TITLE II PROTECTS MINORITY RIGHTS

In one of the most significant acts in U S history affecting language, amendments to the Voting Rights Act of 1965 were recently approved by Congress and signed by President Ford. Title II of the 1975 Amendments, Sec 203, states that state and local governments are prohibited from enacting voting procedures which deny the right to vote of any citizen because he is a member of a language minority group. A "language minority group" is defined as persons who are Asian Americans, American Indians, Alaskan Natives, or of Spanish heritage. Each of these classifications is a term of usage or a specific identifier employed by the Bureau of the Census.

The new Act prohibits state and local officials for a period of 10 years from providing English-only registration and election materials if: (1) more than 5 percent of the citizens of voting age in the jurisdiction are of a single language minority and (2) if the illiteracy rate of the language minority group is higher than the national illiteracy rate for all persons of voting age (For the purposes of this legislation, illiteracy is defined as the failure to complete the 5th primary grade.)

Provisions are also made which allow states to gradually be phased out of the coverage of the Act. The legislation stipulates that any jurisdiction subject to this Title may be removed from coverage if it can demonstrate that the illiteracy rate among voting age members of the language minority group which triggered its coverage is less than the national illiteracy rate. This provision is intended to provide incentives to educate persons who are members of the respective language minority groups.

Implementation of the Act will require interpretation with regard to particular situations. For example, states are required to provide bilin-

gual services and ballots for language minority groups, but in the case of some language groups, particularly American Indians and Alaskan Natives, literacy in the ancestral language may be low or non-existent, and even spoken proficiency may be absent.

Anyone interested in further information on the Voting Rights Act Amendments may contact either William Leap or Gilbert Garcia at the Center for Applied Linguistics.

Applied Linguistics Focus Of Recent AILA Meeting

Stuttgart, Germany, was the scene of the 4th International Congress of the International Association of Applied Linguistics (AILA), held August 25-30, 1975. The Congress attracted roughly 1,500 applied linguists from approximately 40 countries. The majority of participants were from Germany, with the United States second in number of participants.

An innovation in this, the largest, AILA meeting thus far was the inclusion of a section on German as a Foreign Language in German Speaking and non-German Speaking Countries. Additionally, 5 plenary sessions covered a number of topics important in applied linguistics today. These were: Present Trends of Applied Linguistics; Trends in Present-Day German; Applied Psycholinguistics: Its Object and Aims; Language Testing: Art or Science?; Translation. AILA has received a grant from the German Research Association to publish a portion of the proceedings.

During the Congress, new officers to serve on AILA's Executive Committee were also elected. The results

AILA-4, Col. 2

Director: Rudolph C. Troike

Deputy Director and Associate Director for
Information Services: A Hood Roberts

Associate Director for International Activities: David DeCamp

Associate Director for Domestic Activities: Roger W Shuy

Associate Director for Planning and Administration: John H Hammer

Editor: Begay B Atkinson

Managing Editor: Marcia E. Taylor

Associate Managing Editor: Diane Bartosh

Subscription rates: \$4.50, \$9.50 (domestic airmail); \$14.50 (foreign airmail)

The Center for Applied Linguistics, established in 1959 through a grant from the Ford Foundation, is an independent, non-profit professional organization dedicated to the application of the findings of linguistic science to the solution of educational and social problems. The Center carries out policy studies, research and development, and information dissemination in areas relating to language and linguistics, and works to promote cooperation between linguistics and other disciplines.

The *Linguistic Reporter*, the Center's newsletter, is published 9 times a year. Subscriptions are entered on an academic year basis only, with each new volume beginning in September and concluding in June of the following year. Editorial communications, advertisement inquiries, and books for review should be directed to the Editor, *The Linguistic Reporter*, CAL, 1611 N Kent St, Arlington, VA 22209. Communications concerning subscriptions should be directed to the Subscriptions Secretary at the same address. Permission is granted for quotation or reproduction from the LR provided acknowledgment is given.

Board of Trustees

Arthur S. Abramson, Sec-Treas, LSA, and Prof of Ling, U Connecticut, Ex-officio

Charlotte K. Brooks, Adjunct Prof of Eng, American U

John Elmendorf, Aca Dean, World Campus Afflial, Chapman Coll

Charles A. Ferguson, Prof of Ling, Stanford

Morris Halle, Prof of Ling, MIT

Dell H. Hymes, Prof of Folklore & Folklife, U Pennsylvania

Ilse Lehiste, Prof of Ling, Ohio State U

Winfred P. Lehmann, Prof of Ling, U Texas-Austin

†Albert H. Marckwardt, Princeton

George A. Miller, Prof, Rockefeller U

Herbert H. Paper, U Michigan

Dillon Platero, Dir, Navajo Div of Ed, Navajo Nation

Eugene B. Power, Retired Pres, Univ Microfilms

Malcolm D. Talbot, Vice Pres and Prof of Law, Rutgers

William Turnbull, Pres, Ed Testing Service

Gordon B. Turner, Vice Pres, ACLS

Jack H. Vaughn, Pres, Planned Parenthood Federation of America

THE VIEW FROM THE CENTER:

Albert H. Marckwardt, 1903-1975

(Few linguists in the course of their professional life have encompassed so broad a spectrum of activities with such scholarly depth as Albert H. Marckwardt. The following appreciation of one facet of his career is excerpted from a letter by Melvin J. Fox, Representative of the Ford Foundation for West Africa, with his permission—RCT)

Singing Brook Farm
Charlemont, Mass.

There are few people who have left so permanent an imprint on two generations of language educators as Albert H. Marckwardt, or had a greater influence in bringing the application of linguistics to language teaching down from the tower.

Indeed, Albert Marckwardt was one of the early explorers of that area of public policy and action that is almost unique in the United States, i.e. the place where the interests and resources of the university, the government, the educational establishment and the foundations intersect and are translated into teaching programs. Thus, he was one of a small group of language/linguistics specialists who exerted an influence on language concepts and on those who shape language policies through the classroom, school boards, government agencies, and foundations.

The influence of Albert Marckwardt on the language development work of the Ford Foundation, in part directly and in part through the Center for Applied Linguistics, has been continuous since the meeting in Ann Arbor in the summer of 1957 at which the concept and initial plan for the Center was germinated. From then until his contribution as a principal consultant in the recent retrospective survey of the Foundation's work on language problems from 1952 to 1974, his counsel has been regularly sought, given and used.

There is not a corner of American academia concerned with language as a central factor in communication and self-realization, or of those parts of the world where public and private agencies have tried to respond to a need for assistance on problems of language development, that have not benefited from Albert Marckwardt's knowledge, experience, patient persistence, commitment and capacity to translate innovative ideas and concepts into action.

Two activities of the Center for Applied Linguistics exemplify the way in which Albert Marckwardt became the vital force in forging a network of those agencies concerned with language education, the International Conferences on Second Language Problems, which created the first international forum on questions of teaching and use of second languages during the decade of the 1960's; and the continuing National Advisory Council on the Teaching of English as a Foreign Language, which has become a national policy body for annual joint review by all the government agencies concerned with the teaching of English as a second language, with those universities, educational bodies and foundations that are involved in this field. It was in part through these two committees that the Center for Applied Linguistics, of which Marckwardt was a principal architect and guiding spirit from its founding in 1959, has become a major national and international force in the application of linguistics, psycholinguistics, and related disciplines to worldwide problems related to learning and teaching second languages.

Albert Marckwardt will be greatly missed by language educators everywhere who continue to be concerned that language should broaden access to knowledge rather than represent barriers to self-realization and educational growth. But like the great trees that surround this cottage his influence will be permanently present in all seasons.

Melvin J. Fox
Melvin J. Fox

Apollo-Soyuz: Language Contact in Space

Language played an important part in the Apollo-Soyuz mission. When Russians and Americans met for the first time in outer space, technical problems in communication were relatively insignificant when compared to the need for precise communication across languages.

Recognizing this fact, the crews of both spacecrafts spent more time on language training than on any other single phase of preparation for the mission. American astronauts Tom Stafford, Vance Brand, and "Deke" Slayton, for example, studied Russian for 700 of the 2,400 total training hours for the flight. During the training, which lasted for almost 2 years, a staff of bilingual interpreters was assembled, and Russian language instructors, drawn from several American universities, taught Russian to the Apollo crewmen for an average of 6 hours a day.

The effectiveness of these and other measures to ensure optimum communication was evident in the success of the mission both before and after

docking procedures were concluded. During docking, each spaceman spoke the listener's language without apparent difficulty and without any noticeable communication gap. One of the unique features of the mission was a bilingual news conference held at zero gravity, with interpreters at the Houston and Moscow control centers providing almost simultaneous translation for the listening audience. American and Russian viewers were also given an opportunity to watch conversations between the leaders of their respective countries and the astronauts and cosmonauts Alexei Leonov and Valeri Kubasov.

During the more than 2 years of separate and joint training, both crews also amassed a list of 300 technical terms essential to a spaceman's vocabulary, including a number of bilingual expressions developed specifically for the mission.

The July mission marked not only a high point in the current Soviet-American detente, but a unique first in the long history of language contact.

Sociolinguistic Surveys Focus of Meeting

An International Conference on the Methodology of Sociolinguistic Surveys was held at McGill U on May 19-21, 1975. G. Richard Tucker of McGill acted as Chairman. The Conference was organized by the Center for Applied Linguistics, with financial support from the Ford Foundation, the International Development Research Centre of Canada, and the Canada Council. Participants included scholars from a number of countries in Africa, Asia, Europe, and Latin America, as well as from Canada and the U.S.

The conference, planned mainly for practitioners, was devoted largely to theoretical and practical aspects of the methodology of sociolinguistic surveys, but also dealt with the broader setting in which such surveys are carried out, their function as bases for language planning, the rationale in planning and carrying out surveys, and the interpretation of results and the implementation of conclusions or recommendations based on the findings of such surveys.

The initial session, devoted to the background and rationale for surveys, was based on three major surveys: The Survey of Language Use and Language Teaching in Eastern Africa, the proposed Sociolinguistic Survey of Southeast Asia, and a survey of Catalan in Barcelona, Spain.

The major portion of the conference was devoted to the more technical aspects of methodology. Among the topics covered were selection procedures; data collection, personnel training; the analysis of data, including such aspects as the utilization of existing data (e.g. census data); the analysis of specially collected data; and various methods of analysis with related problems such as the use of computers. The problems of informal data collection as a basis for more systematic survey work as well as for general background formed part of the agenda. The papers presented and the discussions that followed were based on the work of scholars who represented an exceptionally broad range of experience in various parts of the world including, among others, Algeria, Bolivia, Canada, the Caribbean Islands, Ecuador, Ethiopia, Kenya, India, Leba-



Photo Courtesy of NASA

See Surveys - 7, Col 2

Congress Overrides Education Bill Veto

In actions taken September 9 and 10, the House and Senate voted overwhelmingly to override President Ford's veto of the \$7.9 billion education appropriation. The House vote was 379-41 (98 votes over the two-thirds majority required), the Senate vote was 88-12 (21 more votes than necessary).

The education bill, which has become PL 94-94, provides actual money (as opposed to authorization for appropriations) in the amount of \$7.4 billion to HEW's Division of Education for the 1976 fiscal year, which began July 1, 1975, and an additional \$500 million for a 3-month transition period between the end of fiscal 1976 and the start of fiscal 1977.

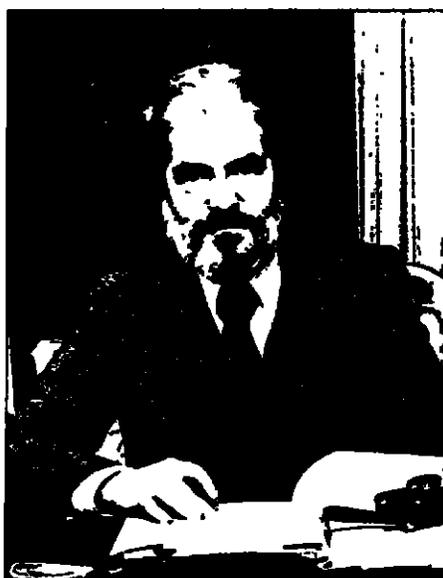
In general, more money will be available for programs in linguistics and related areas (see chart below) Funding for bilingual education is up \$13.5 million from 1975 to \$97.77 million and the Right-to-Read and Follow Through programs will receive an additional \$5 million and \$4 million respectively. Handicapped education received the largest increase, \$36.516 million, while funds for language and area studies are only \$2 million more than 1975. And the ethnic heritage studies program, which received zero funding in the President's budget request, has, through Congressional action, been funded for another year. In contrast, the National Institute of Education received \$356,000 less than last year.

AILA — from page 1

were as follows: Guy Rondeau (Canada); Vice-Presidents: M. Gorosch (Sweden), A. Ljudskanov (Bulgaria), A. Hood Roberts (U.S.), G. Szepe (Hungary), and A. Zampolli (Italy); Treasurer: J. Qvistgaard (Denmark) Co-opted members will be: P. Corder (United Kingdom), F. Gomes de Matos (Brazil), E. Roulet (Switzerland), and J. Trim (United Kingdom). Gerhard Nickel (Germany) will continue in the post of Secretary to the Association

The American Council of Applied Linguistics is the American affiliate of AILA (For further information on the Council, see LR 16.9, p. 3.)

The next AILA Congress will be held in 1978 in Canada, with exact dates and location to be designated by the Canadian Association of Applied Linguistics.



Dr. Guy Rondeau, new AILA President

Native Americans Offer Recommendations

The 25th Annual Latin American Conference, which had as its theme "The First Americans Speak Up," was held February 17-22, 1975 at the University of Florida. The conference brought together participants and observers from Latin America, the U.S., and Canada for an exchange of ideas about common problems and goals of Native Americans. The conference provided a forum for discussion of such areas as the establishment of communication networks among indigenous peoples, education and its role in socio-economic and political structure, and educational and research priorities. The absence of formal reading of papers served to foster lively discussion among the participants who, by the final day of the conference, arrived at a number of significant conclusions and recommendations, which are reproduced in their entirety below

"We, the Indians of America, meeting at the 25th Annual Latin American Conference, 'The First Americans Speak Up,' held at the University of Florida, Gainesville, Florida, from February 17-22, 1975, have reached the Conclusions and Recommendations listed below, as a profound expression of the Indian spirit, that is an integral part of us, in which we feel more united than ever, and are ready to struggle for the welfare of our unconquerable people, who have repeatedly confronted with courage, very difficult situations

We request that our proposals be studied, analyzed, listened to, and implemented as promptly as possible

CONCLUSIONS

1 The Indians of America do not receive an education that is adequate to their socio-cultural reality, and as a consequence, have become marginal groups

2 Their aboriginal languages, because they are spoken and not written, and because they belong to dominated cultures, are considered inferior

3 The present socio-economic system of the American Indians is basically one on the subsistence level, a fact that is a consequence of complete irresponsibility on the part of the governing classes and of an unjust social political order.

4 Indians do not participate in the political life of the social systems in which they live.

5. An inter-ethnic unity which could permit a real consciousness of the precarious predicament in which Indians are living is notoriously lacking.

See Recommendations — 12, Col. 1

Program	1975 appropriation	1976 budget request	1976 conference agreement/appropriation
Grants for the disadvantaged	\$1 878 bil	\$1 9 bil	\$2 05 bil
Bilingual education	84 27 mil	70 mil	97 77 mil
Right-to-Read	12 mil	12 mil	17 mil
Follow Through	55 mil	41 5 mil	59 mil
Handicapped education	199 859 mil	175 mil	236 375 mil
Language training and area studies (NDEA Title VI)			
Centers, fellowships, and research	11 3 mil	8 64 mil	13 3 mil
Fulbright-Hays	2 7 mil	1.36 mil	2.7 mil
Ellender Fellowships	500 thou	500 thou	500 thou
Ethnic heritage studies	1 8 mil	-0-	1 8 mil
NIE	70 356 mil	80 mil	70 mil

OCR — from page 1

guidelines are applicable wherever a school district has 20 or more students from a single language group.

The USOE is establishing General Assistance Centers or "Lou Centers" to provide technical assistance to school districts to help them comply with the Lou mandate. The Centers are located at: Columbia U, NYC; Chicago State U, Chicago; San Diego State U, CA; U Miami at Coral Gables, FL; U New Mexico at Albuquerque, NM; Berkeley Unified School District, Berkeley, CA; Northwest Regional Educational Laboratory, Portland, OR; and the Coalition of Indian Controlled School Boards, Colorado Ass'n of Bilingual/Bicultural Education. The OCR guidelines are reproduced below in their entirety.

I. Identification of Student's Primary or Home Language.

The first step to be included in a plan submitted by a district found to be in noncompliance with Title VI under Lou is the method by which the district will identify the student's primary or home language. A student's primary or home language for the purpose of this report, is other than English if it meets at least one of the following descriptions:

A The student's first acquired language is other than English.

B The language most often spoken by the student is other than English.

C The language most often spoken in the student's home is other than English regardless of the language spoken by the student.

These assessments (A-C above) must be made by persons who can speak and understand the necessary language(s). Then the district must assess the degree of linguistic function or ability of the student(s) so as to place the student(s) in one of the following categories by language:

A Monolingual speaker of the language other than English (speaks the language other than English exclusively).

B Predominantly speaks the language other than English (speaks mostly the language other than English but speaks some English).

C Bilingual (speaks both the language other than English and English with equal ease).

D Predominantly speaks English (speaks mostly English, but some of the language other than English).

E Monolingual speaker of English (speaks English exclusively).

In the event that the student is multilingual (is functional in more than two languages in addition to English), such assessment must be made in all the necessary languages.

In order to make the aforementioned assessments the district must, at a minimum, determine the language most often spoken in the student's home, regardless of the language spoken by the student; the language most often spoken by the student in the home and the language spoken by the student in the social setting (by observation).

These assessments must be made by persons who can speak and understand the necessary language(s). An example of the latter would be to determine by observation, the language used by the student to communicate with peers between classes or in informal situations. These assessments must cross-validate one another (Example: student speaks Spanish at home and Spanish with classmates at lunch). Observers must estimate the frequency of use of each language spoken by the student in these situations.

In the event that the language determinations conflict (Example: student speaks Spanish at home, but English with classmates at lunch) an additional method must be employed by the district to make such a determination (for example the district may wish to employ a test of language dominance as a third criterion). In other words, two of the three criteria will cross-validate or the majority of criteria will cross-validate (yield the same language).

Due to staff limitations and priorities, we will require a plan under Lou during this initial stage of investigation when the district has 20 or more students of the same language group identified as having a primary or home language other than English. However, a district does have an obligation to serve any student whose primary or home language is other than English.

II. Diagnostic/Prescriptive Approach.

The second part of a plan must describe the diagnostic/prescriptive measures to be used to identify the nature and extent of each student's educational needs and then prescribe an educational program utilizing the most effective teaching style to satisfy the diagnosed educational needs. The determination of which teaching style(s) are to be used will be based on a careful review of both the cognitive and affective domains and should include an assessment of the responsiveness of students to different types of cognitive learning styles and incentive/motivational styles—e.g. competitive v. cooperative learning patterns. The diagnostic measures must include diagnoses of problems related to areas or subjects required of other students in the school program and prescriptive measures must serve to bring the linguistically/culturally different student(s) to the educational performance level that is expected by the Local Education Agency (LEA) and State of nonminority students. A program designed for students of limited English-speaking ability must not be operated in a manner so as to solely satisfy a set of objectives divorced or isolated from those educational objectives established for students in the regular school program.

III. Educational Program Selection.

In the third step the district must implement the appropriate type(s) of educational program(s) listed in this Section (III, 1-3), dependent upon the degree of linguistic proficiency of the students in question. If none seem applicable check with your Lou coordinator for further action.

1 In the case of the monolingual speaker of the language other than English (speaks the language other than English exclusively):

A At the Elementary and Intermediate Levels Any one or combination of the following programs is acceptable:

- 1 Transitional Bilingual Education Program (TBE)
- 2 Bilingual/Bicultural Program
- 3 Multilingual/Multicultural Program

In the case of a TBE the district must provide predictive data which show that such student(s) are ready to make the transition into English and will succeed educationally in content areas and in the educational program(s) in which he/she is to be placed. This is necessary so the district will not prematurely place the linguistically/culturally different student who is not ready to participate effectively in an English language curriculum in the regular school program (conducted exclusively in English).

Because an ESL program does not consider the affective nor cognitive development of students in this category and time and maturation variables are different here than for students at the secondary level, an ESL program is not appropriate.

B At the Secondary Level

Option 1 Such students may receive instruction in subject matter (example: math, science) in the native language(s) and receive English-as-a-Second Language (ESL) as a class component (see definitions).

Option 2 Such students may receive required and elective subject matter (examples: math, science, industrial arts) in the native language(s) and bridge into English while combining English with the native language as appropriate (learning English as a first language in a natural setting).

Option 3 Such students may receive ESL or High Intensive Language Training (HILT) (see definitions) in English until they are fully functional in English (can operate equally successfully in school in English) then bridge into the school program for all other students.

A district may wish to utilize a TBE Bilingual/Bicultural or Multilingual/Multicultural program in lieu of the three options presented in this section (III 1 B). This is permissible. However, if the necessary prerequisite skills in the native language(s) have not been taught to these students, some form of compensatory education in the native language must be provided.

In any case students in this category (III 1 B) must receive such instruction in a manner that is expeditiously carried out so that the student in question will be able to participate to the greatest extent possible in the regular school program as soon as possible. At no time can a program be selected in this category (III 1 B) to place the students in situations where the method of instruction will result in a substantial delay in providing these students with the necessary English language skills needed by or required of other students at the time of graduation. (NOTE: You will generally find that students in this category are recent immigrants.)

2 In the case of the predominate speaker of the language other than English (speaks mostly the language other than English but speaks some English):

A At the Elementary Level

Any one or combination of the following programs is acceptable:

- 1 TBE
- 2 Bilingual/Bicultural Program
- 3 Multilingual/Multicultural Program

In the case of a TBE the district must provide predictive data which show that such student(s) are ready to make the transition into English and will educationally succeed in content areas and in the educational program in which he/she is to be placed.

Since an ESL program does not consider the affective nor cognitive development of the students in this category and the time and maturation variables are different here than for students at the secondary level, an ESL program is not appropriate

B At the Intermediate and High School Levels

The district must provide data relative to the student's academic achievement and identify those students who have been in the school system for less than a year. If the student(s) who have been in the school system for less than a year are achieving at grade level or better, the district is not required to provide additional educational programs. If, however, the students who have been in the school system for a year or more are underachieving (not achieving at grade level), (see definitions) the district must submit a plan to remedy the situation. This may include smaller class size, enrichment materials, etc. In either this case or the case of students who are underachieving and have been in the school system for less than a year, the remedy must include any one or combination of the following: (1) an ESL, (2) a TBE, (3) a Bilingual/Bicultural Program, or (4) a Multilingual/Multicultural Program. But such students may not be placed in situations where all instruction is conducted in the native language as may be prescribed for the monolingual speaker of a language other than English, if the necessary prerequisite skills in the native language have not been taught. In this case some form of compensatory education in native language must be provided. [NOTE: You will generally find that students in this category are not recent immigrants.]

- 3 In the case of the bilingual speaker (speaks both the language other than English and English with equal ease) the district must provide data relative to the student(s) academic achievement.

In this case the treatment is the same at the elementary, intermediate and secondary levels and differs only in terms of underachievers and those students achieving at grade level or better.

A For the students in this category who are underachieving, treatment corresponds to regular program requirements for all racially/ethnically identifiable classes or tracks composed of students who are underachieving regardless of their language background.

B For the students in this category who are underachieving at grade level or better the district is not required to provide additional programs.

- 4 In the case of the predominant speaker of English (speaks mostly English, but some of a language other than English) treatment for these students is the same as III, 3 above.

- 5 In the case of the monolingual speaker of English (speaks English exclusively) treat the same as III, 3 above.

NOTE: ESL is a necessary component of all the aforementioned programs. However, an ESL program may not be sufficient as the only program operated by a district to respond to the educational needs of all the types of students described in this document.

IV. Required and Elective Courses.

In the fourth step of such plan the district must show that the required and elective courses are not designed to have a discriminatory effect.

A **Required Courses** Required courses (example American History) must not be designed to exclude pertinent minority developments which have contributed to or influenced such subjects.

B **Elective Courses and Co-curricular Activities** Where a district has been found out of compliance and operates racially/ethnically identifiable elective courses or co-curricular activities, the plan must address this area by either educationally justifying the racial/ethnic identifiability of these courses or activities, eliminating them, or guaranteeing that these courses or co-curricular activities will not remain racially/ethnically identifiable. There is a *prima facie* case of discrimination if courses are racially/ethnically identifiable.

Schools must develop strong incentives and encouragement for minority students to enroll in electives where minorities have not traditionally enrolled. In this regard, counselors, principals, and teachers have a most important role. Title VI compliance questions are raised by any analysis of counseling practices which indicates that minorities are being advised in a manner which results in their being disproportionately channeled into certain subject areas or courses. The school district must see that all of its students are encouraged to fully participate and take advantage of all educational benefits.

Close monitoring is necessary to evaluate to what degree minorities are in essence being discouraged from taking certain electives and encouraged to take other elective courses and insist that to eliminate discrimination and to provide equal educational opportunities, districts must take affirmative duties to see that minority students are not excluded from any elective courses and over included in others.

All newly established elective courses cannot be designed to have a discriminatory effect. This means that a district cannot, for example, initiate a course in Spanish literature designed exclusively for Spanish-speaking students so that enrollment in that subject is designed to result in the exclusion of students whose native language is English but who could equally benefit from such a course and/or be designed to result in the removal of the minority students in question from a general literature course which should be designed to be relevant for all the students served by the district.

V. Instructional Personnel Requirements (see definitions)

Instructional personnel teaching the students in question must be linguistically/culturally familiar with the background of the students to be affected.

The student/teacher ratio for such programs should equal or be less than (fewer students per teacher) the student/teacher ratio for the district. However, we will not require corrective action by the district if the number of students in such programs are no more than five greater per teacher than the student/teacher ratio for the district.

If instructional staffing is inadequate to implement program requirements, in-service training, directly related to improving student performance is acceptable as an immediate and temporary response. Plans for providing this training must include at least the following:

- 1 Objectives of training (must be directly related to ultimately improving student performance)
- 2 Methods by which the objective(s) will be achieved
- 3 Method for selection of teachers to receive training
- 4 Names of personnel doing the training and location of training
- 5 Content of training
- 6 Evaluation design of training and performance criteria for individuals receiving the training
- 7 Proposed timetables

This temporary in-service training must continue until staff performance criteria have been met.

Another temporary alternative is utilizing paraprofessional persons with the necessary language(s) and cultural background(s). Specific instructional roles of such personnel must be included in the plan. Such plan must show that this personnel will aid in teaching and not be restricted to those areas unrelated to the teaching process (checking roll, issuing tardy cards, etc.).

In addition the district must include a plan for securing the number of qualified teachers necessary to fully implement the instructional program. Development and training of paraprofessionals may be an important source for the development of bilingual/bicultural teachers.

VI. Racial/Ethnic Isolation and/or Identifiability of Schools and Classes.

A **Racially/Ethnically Isolated and/or Identifiable Schools** It is not educationally necessary nor legally permissible to create racially/ethnically identifiable schools in order to respond to student language characteristics as specified in the programs described herein.

B **Racially/Ethnically Isolated and/or Identifiable Classes** The implementation of the aforementioned educational models do not justify the existence of racially/ethnically isolated or identifiable classes, per se. Since there is no conflict in this area as related to the application of the Emergency School Aid Act (ESAA) and existing Title VI regulations, standard application of those regulations is effective.

VII. Notification to Parents of Students Whose Primary or Home Language is Other Than English.

A School districts have the responsibility to effectively notify the parents of the students identified as having a primary or home language other than English of all school activities or notices which are called to the attention of other parents. Such notice, in order to be adequate, must be provided in English and in the necessary language(s) comprehensively paralleling the exact content in English. Be aware that a literal translation may not be sufficient.

B The district must inform all minority and nonminority parents of all aspects of the programs designed for students of limited English-speaking ability and that these programs constitute an integral part of the total school program.

VIII. Evaluation.

A "Product and Process" evaluation is to be submitted in the plan. This type of evaluation, in addition to stating the "product" (and result), must include "process evaluation" (periodic evaluation throughout the implementation stage). A description of the evaluation design is required. Timelines (target for completion of steps) are an

essential component

For the first three years, following the implementation of a plan, the district must submit to the OCR Regional Office at the close of 60 days after school starts a "progress report" which will show the steps which have been completed. For those steps which have not been completed a narrative from the district is necessary to explain why the targeted completion dates were not met. Another progress report is also due at the close of 30 days after the last day of the school year in question.

IX. Definition of Terms.

- 1 **Bilingual/Bicultural Program** A program which utilizes the student's native language (example Navajo) and cultural factors in instructing, maintaining, and further developing all the necessary skills in the student's native language and culture while introducing, maintaining and developing all the necessary skills in the second language and culture (example English). The end result is a student who can function, totally, in both languages and cultures.
- 2 **English-as-a-Second Language (ESL)** A structured language acquisition program designed to teach English to students whose native language is not English.
- 3 **High Intensive Language Training (HILI)** A total immersion program designed to teach students a new language.
- 4 **Multilingual/Multicultural Program** A program operated under the same principals as a Bilingual/Bicultural Program except that more than one language and culture in addition to the English language and culture is treated. The end result is a student who can function, totally, in more than two languages and cultures.
- 5 **Transitional Bilingual Education Program (TBE)** A program operated in the same manner as a Bilingual/Bicultural Program except that once the student is fully functional in the second language (English) further instruction in the native language is no longer required.
- 6 **Underachievement** Underachievement is defined as performance in each subject area (e.g. reading, problem solving) at one or more standard deviations below district norms as determined by some objective measures for nonethnic/racial minority students. Mental ability scores cannot be utilized for determining grade expectancy.
- 7 **Instructional Personnel** Persons involved in teaching activities. Such personnel includes but is not limited to certified, credentialized teachers, paraprofessionals, teacher aides, parents, community volunteers, youth tutors, etc.

The National Indochinese Clearinghouse, operated by the Center for Applied Linguistics, has a toll-free hotline (800-336-3040) for educators and others seeking information on refugee education. Persons with problems in this area are urged to call the hot-line for help.

SURVEYS— from page 3

non, Peru, The Sudan, Tanzania, Uganda, Zambia, and the U.S.

An important part of the conference was devoted to the interpretation and implementation of sociolinguistic survey results. The papers here were based on the Eastern Africa Survey, the English Language Policy Survey of Jordan, and the Gendron Commission of Inquiry in Quebec, Canada. The role of the foreign and indigenous specialist in sociolinguistic surveys was also discussed.

The concluding session of the conference was devoted to a comprehensive review of the three-day discussions by Joshua A. Fishman (Yeshiva U) and a summary of points of agreement by Charles A. Ferguson (Stanford U), who had acted as consultant in the organization of the Conference.

In his summary Dr. Ferguson pointed out that the Montreal Conference had been an outcome of the recommendations of the International Conference on Language Planning Processes held at Skokloster, Sweden, in 1973 and went on to present six major areas of agreement he had noted during the discussions. These areas were: (a) the recognition by the conference of the importance of sociolinguistically oriented language surveys, and a general agreement that practitioners should meet regularly in the future; (b) the usefulness of exchange of information by such means as the new *Language Planning Newsletter* published by the East-West Center in Hawaii; (c) the need for further international meetings on language planning problems; (d) the need for some kind of publication of the proceedings of the Montreal conference, perhaps with a state of the art paper, and for making papers presented at the conference more widely available; (e) the need for a central repository of information on sociolinguistically oriented language surveys; (f) the interest of the conference in three projects that had been reported on, and the appreciation of participants for the work carried out by scholars responsible for them. The projects were: the Survey of the Written Languages of the World being carried out at the International Center for Research on Bilingualism; the Sociolinguistic Survey of Southeast Asia being planned by the Regional English Language Center at Singapore and the East-West Center in

Hawaii; and the survey of Catalan in Barcelona. *La Llengua dels Barcelonins* carried out by Professor Badia Margarit.

The participants and observers present at the conference were: Mohammed H. Abdulaziz (U Nairobi), Jane Alden (Dept of State); Gilbert Ansre (Stanford U and U Ghana), Elinor G. Barber (Ford Foundation); Dayle Barnes (U Pittsburgh); Robert L. Cooper (Hebrew U, Jerusalem); Dennis R. Craig (U West Indies); Allison d'Anglejan (U Montreal); David DeCamp (CAL); Alberto Escobar (Inst de Estudios Peruanos, Lima); Charles A. Ferguson (Stanford U); Joshua A. Fishman (Yeshiva U); Melvin J. Fox (Ford Foundation); Marc Gagnon (U Montreal); Clifford Gilpin (Int'l Bank for Reconstruction and Dvlpmt), Thomas P. Gorman (UCLA); Elsie Hamayan (McGill U); John Hammer (CAL and LSA), Roland X. Hindmarsh (Eng Teaching Info Cntr, London); Sayyid H. Hurretz (U Khartoum); Muhammad H. Ibrahim (U Jordan); Björn H. Jernudd (Ford Foundation); Francis X. Karam (USC); Heinz Kloss (Inst für Deutsche Sprache, Mannheim, and U Laval); Wallace Lambert (McGill U); Pierre E. Laporte (U Sherbrooke); Robert B. Le Page (U York); Stanley Lieberman (U Arizona), John C. Lovas (Foothill Coll); Ushari A. Mahmud (Georgetown U); Grant D. McConnell (U Laval); John McKennirey (Canada Council); B. G. Misra (Central Inst of Indian Langs, Mysore); Raymond Mougeon (Ontario Inst for Studies in Ed); P.W.J. Nababan (RELC, Singapore); Sirarpi Ohannessian (CAL), Gayle Partmann (Oakland U); Christina B. Paulston (U Pittsburgh), Edgar C. Polomé (U Texas-Austin); Jonathan Pool (McGill U); Clifford H. Prator (UCLA), Joy Robinson (Stanford U); Joan Rubin (East-West Center); Carol M. Scotton (Yale U); Bonifacio P. Sibayan (Philippine Normal Coll); Carol J. Sissons (Intern'l Dvlpmt Research Cntr, Ottawa); Liceria Brilliantes-Soriano (Dir of Public Schs, Manila); Donald M. Taylor (McGill U); G. Richard Tucker (McGill U); Wolfgang Wölck (SUNY-Buffalo).

The Center for Applied Linguistics will publish the proceedings of the conference in early 1976. Those wishing to be placed on a mailing list for notification of publication should write: Publications Div, CAL, 1611 N Kent St, Arlington VA 22209.

The People's Republic of China has indefinitely postponed introduction of the Pinyin (phonetic) system of transliterating Chinese characters into the roman alphabet. The changeover had been scheduled for September 1, 1975. Concern had been expressed in various quarters that the new system would cause widespread confusion

Arabic has been designated as one of the official languages at the United Nations. The new service, which was begun on a limited basis last year, went into full operation last month.

The National Research Council has established a committee to recommend ways to increase the effectiveness of the National Science Foundation's research programs in the behavioral and social sciences. The committee, headed by Herbert A. Simon (Prof of Psychology, Carnegie-Mellon U), will report on recommended research priorities and future NSF commitment to programs in these areas.

The study of foreign languages in public high schools has been declining steadily since the late 1960's, when 28 percent of the students enrolled in grades 7-12 were studying a foreign language. The reasons for this decline have been highlighted by a recent Modern Language Association survey of BA-granting institutions, which showed that 38 percent of the institutions surveyed had no foreign language requirements. When contrasted with the 1965-66 figure of 9 percent with no FL requirements, the widespread impact on secondary school language enrollments of the increasing trend toward dropping FL requirements at the higher education level becomes apparent.

The National Institute of Child Health and Human Development has announced the availability of 2 language publications. *The Relationship Between Speech and Reading*, adapted from an article in the LR, highlights the fourth research conference in NICHD's "Communicating by Language" series. *On the Relationship of Speech to Language* presents the principal find-

- *October 29-November 1. African Studies Association San Francisco CA.
- October 30-November 1 Association for Computational Linguistics, 13th Boston MA
- October 31-November 2 Autumn Meeting of the Linguistics Association of Great Britain, Haslington, York, England.
- October 31-November 2 Northeast Linguistic Society Montreal, PQ, Canada
- November 3-4. Colloquium on Plurilingualism at the University Louvain, Belgium.
- November 4-7 Acoustical Society of America San Francisco CA
- *November 5-8. National Indian Education Association, 7th Oklahoma City OK
- November 5-8 Middle East Studies Association, Louisville KY
- November 6-8 South Atlantic Modern Language Association and the Southeastern Conference on Linguistics Atlanta GA
- November 13-15. Linguistic Association of the Southwest, San Antonio TX
- November 14-15. Biennial Foreign Language Symposium, 34th Fairfax VA.
- November 21-24 American Speech and Hearing Association, Washington DC
- November 26-29. National Council of Teachers of English, 65th, San Diego CA.
- November 27-30 American Association of Teachers of German, Washington DC.
- November 27-30. American Council on the Teaching of Foreign Languages, 9th Washington DC
- November 27-30. International Congress of the Fédération Internationale des Professeurs de Langues Vivantes, 14th Washington DC
- December 1-6. Conference on Asian Languages, 3rd Jakarta, Indonesia
- December 2-6. Conference on American Indian Languages, 14th San Francisco CA
- December 3-6 American Anthropological Association, 74th San Francisco CA
- December 9-13. International Conference on Linguistics in Central and Southern Africa, Salisbury, Rhodesia.
- December 13. Association for Literary and Linguistic Computing, 2nd, London, England
- December 26-29 Modern Language Association, 90th, San Francisco CA
- December 26-31 International Congress of the Fédération Internationale des Professeurs de Français (FIPF) New Orleans LA
- December 27-29 American Association of Teachers of Slavic and East European Languages, Chicago IL
- December 27-29. American Dialect Society San Francisco CA
- December 27-29 Speech Communication Association, Houston TX
- December 27-30 American Association of Teachers of French New Orleans LA
- December 28-29 American Name Society San Francisco CA.
- 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.

1976

January 16-17. Conference on the Sociology of the Languages of American Women. Las Cruces NM.

ings of the 5th NICHD conference in this series Both pamphlets are available free from: NICHD, Office of Research Reporting, 7910 Woodmont Ave, Bethesda MD 20014

In response to our recent inquiry regarding universities offering courses in Sign, we have received the following: "Psychology 324, The American Sign Language, is offered annually at Bowling Green State University. It is for four hours credit, which may be applied toward a Psychology major and/or toward a bachelor's degree in the College of Arts and Sciences. The course content includes a review of the implications of deafness for lan-

guage development and communicative behavior and of psycholinguistic studies of Sign Languages. Instructor: Harry W. Hoemann." We are still interested in receiving such information to pass on to our readers. Please write: Rudolph C. Troike, Dir, CAL, 1611 N Kent St, Arlington VA 22209.

Study Abroad, published by UNESCO, lists scholarships, travel grants, exchange programs, assistantships, and international courses in over 100 foreign countries. An update covering the years 1975-76 and 1976-77 has recently been published and is available at a cost of \$7.50 from Unipub, Box 433, Murray Hill Sta, New York NY 10016

The Social Science Research Council (SSRC) awarded a number of grants during the first six months of 1975. Of these, 14 were for support of research in linguistics and related areas. The following provides a listing, by program, of the recipients of such grants along with a brief description of their proposed research.

Grants for African Studies: *Kofi Awoonor*, for research in Southeast Ghana, Togo, and Dahomey on the oral literature of the Ewe of Ghana and Togo; *Daniel Kunene*, for research in the United States on Thomas Mofolo and the emergence of written Sesotho prose.

Grants for Japanese Studies: *Eleanor H Jordan*, Cornell U, for a socio-linguistic study in Japan of attitudes toward language and their effect on intercultural communication.

Grants for Korean Studies: *Young Key Kim-Renaud*, U Hawaii, for research on vowel harmony in the Korean language.

Grants for Near and Middle Eastern Studies: (collaborative grant) *Dan I. Slobin*, U Cal-Berkeley, and *Doğan Cüceloğlu*, Hacettepe U, for research in the United States and Turkey on language reform, person perception, and values in Turkey.

Postdoctoral Research Training Fellowships: *Janet W. D. Dougherty*, to study generative linguistics, syntax, and semantics at MIT; *Lise Menn*, to study the acoustics of child speech at MIT.

International Doctoral Research Fellowships (formerly the Foreign Area Fellowship Program): *Richard Cohen*, PhD candidate in language and literature, U Pennsylvania, for research in India on a critical translation and linguistic-literary analysis of the *Kāvya-trayī*, the Apabhramsa poem of *Dhanapala*; *Edwin L. Hutchins, Jr.*, PhD candidate in anthropology, U Cal-San Diego, for research in New Guinea on a comparative study of the use of language for information processing; *Ellen M. Rafferty*, PhD candidate in anthropology, SUNY-Binghamton, for research in Indonesia on the acquisition of a national language, Indonesian, by East Javanese villagers; *Louise Binette*, MA candidate in anthropology, U Montreal, for Spanish language

See SSRC-12, Col. 3

- January 19-23 International Conference on Historical Linguistics, 2nd Tucson AZ
 *January 22-24 Conference on College English and the Mexican-American El Paso TX
 [See LR 18 2, p 13]
 *January 27-31 Vico and Contemporary Thought, New York NY. [See LR 18 2, p 13]
 February 18-24 American Association for the Advancement of Science, 142nd Boston MA
 March 3-6 Convention of Teachers of English to Speakers of Other Languages, 10th. New York NY.
 March 21-24 Association for Asian Studies Washington DC.
 March 21-24 Association of Teachers of Japanese Washington DC.
 March 25-27 Conference on Composition and Communication Philadelphia PA
 April 1-4. Northeast Conference on the Teaching of Foreign Languages New York NY
 April 3-5 Annual Meeting of the Linguistics Association of Great Britain, Edinburgh, Scotland
 April 4-9 Council for Exceptional Children, 54th Chicago IL
 April 5-9. International Conference of Nordic and General Linguistics, 3rd Austin TX
 April 6-9 Acoustical Society of America Washington DC
 April 9-10 College English Association Cincinnati OH.
 April 11-16 Association for Childhood Education International Salt Lake City UT
 April 15-17 Conference on African Linguistics, 7th Gainesville FL
 April 19-23 American Educational Research Association Las Vegas NV
 April 22-24 Central States Conference on the Teaching of Foreign Languages. Detroit MI.
 April 22-24 Southwest Areal Language and Linguistics Workshop, 5th. San Antonio TX.
 *April 22-25. Chicago Linguistic Society Chicago IL (Write. Chicago Ling Society, Goodspeed 205, 1050 E 59th St, Chicago IL 60637)
 *June 21-28 Conference on the Psychology of Language Stirling, Scotland [See LR 18 2, p 13]
 June 28-July 2 International Conference on Computational Linguistics, Ottawa, Ont, Canada
 August 17-19. World Congress of the International Reading Association, 6th Singapore
 August 28-31. World Congress of Phoneticians, 3rd Tokyo, Japan
 September 1-4 International Phonology Meeting, 3rd Vienna, Austria

1977

*March 29-31 Annual Meeting of the Linguistics Association of Great Britain Birmingham, England [Write.] Payne, Dept of Ling. U Birmingham, PO Box 383, Birmingham B15 2TT, England)

*Indicates first listing for conference. Full details on all other items in the above list will be found in LR 18 1 (September 1975)

RELC PUBLISHES NEW LINGUISTICS SERIES

The Regional English Language Centre has announced the inauguration of two series of joint publications. The first, or, Anthology Series consists of selected papers presented at Regional Seminars sponsored by RELC which are held annually or semi-annually in Singapore and other capitals of the region. It may also occasionally include articles submitted to RELC on subjects covered by the Seminars. The first volume in the series, entitled *Reading: Insights and Approaches*, is now available.

The second series, the RELC Monograph Series in Linguistics and Lan-

guage Learning, consists of single author treatments of subjects of interest to teachers and scholars in the Southeast Asian region and elsewhere. The first monograph—*Towards a Theory of Lexical Meaning*, by Edward M. Anthony (U Pittsburgh and Visiting Professor, RELC)—is currently available. The second—*A Handbook of Linguistics for Teachers of English*, by Lim Kiat Boey (U Malaya)—will be available later this fall.

Requests for volumes in the above series should be sent to: Pubs Officer, SEAMEO Regional Eng Lang Cntr, 30 Orange Grove Rd, Singapore.

The Ford Foundation will offer a limited number of postdoctoral fellowships for field research in the social sciences and humanities to be undertaken in Southeast Asia (including Burma, Cambodia, Indonesia, Laos, Malaysia, Philippines, Singapore, Thailand, and Vietnam). Special consideration will be given to research that contributes significantly to filling gaps in knowledge of the area, is consistent with the interests of Southeast Asian scholars, and is important for the region's development needs. Comparative and collaborative research is particularly encouraged.

Applicants should have a PhD, a commitment to scholarship on Southeast Asia, and be citizens of countries other than Southeast Asia. Awards are normally for one year and provide for transportation, maintenance, and other necessary expenses. Support for dependents is not included.

Successful applicants will be expected to affiliate themselves with a Southeast Asian research institute or university. For further information and application forms write Southeast Asia Reg Council, Box 17, 5828 S Univ Ave, Chicago IL 60637.

The American Institute of Indian Studies has announced its fellowship programs for the 1976-77 academic year. The following is a brief summary of the various programs. For detailed information write American Inst of Indian Studies, Foster Hall, U Chicago, 1130 E 59th St, Chicago IL 60637.

Senior Research Fellowships Awarded to postdoctoral scholars engaged in teaching or research at an American college or university. Fellows are required to formally affiliate themselves with a university in India.

Postdoctoral Study Tour Awards A maximum of \$1,500 is offered to persons whose primary field of study and teaching is South Asia but who have not been to India. The program is for the purpose of information exchange rather than research. Eligibility is limited to postdoctoral scholars who received their degrees from a Member institution or who are currently on the staff of a Member institution.

Travel grants. Applicants must have a specific scholarly purpose for visiting India and must have obtained their own funds for work to be undertaken while in the country.

Junior Fellowships. These grants are made to graduate students specializing in Indian aspects of a discipline who wish to study in order to complete requirements for a doctoral degree. Fellows are required to affiliate themselves with an Indian university during their stay in India.

All of the above programs are subject to approval by the government of India. Non-member institutions are required to pay administrative overhead charges for grantees as follows. Junior Fellows: \$400; Senior Fellows: \$750, and applicants should inform their institutions of this fee before applying. Application deadline is October 15, 1975, with preliminary announcement of selection in December 1975 and award announcement in Spring 1976.

The National Academy of Sciences (NAS) is accepting applications from American scientists desiring to make professional visits to institutions in Russia, Bulgaria, Czechoslovakia, Hungary, Poland, Romania, or Yugoslavia during a period extending from September 1976 through August 1977. Long-term research visits of 5 to 12 months' duration are encouraged, particularly those where contact with colleagues of the receiving academy has already been established. A very limited number of openings for one-month visits is also available.

Applicants must be U.S. citizens with a PhD or its equivalent in mathematics, the physical, biological, or engineering sciences; social or behavioral sciences; or medical sciences (non-patient oriented). For the purpose of the exchange programs, those areas in the social and behavioral sciences which are oriented toward empirical and quantitative analysis and which focus on the analysis of individual and group behavior are included. All necessary expenses will be met by NAS and the foreign academy, including reimbursement for salary lost up to a predetermined maximum and expenses for accompanying family

members on visits of 5 months or more.

NAS will also review proposals for joint research in consultation with the Academy of Sciences of the USSR and the Council of Academies of Yugoslavia and will facilitate the implementation of selected joint research proposals. Only those projects which have been developed jointly or in consultation with colleagues of the foreign academies will be considered. Major funding must be sought by the interested participants.

Requests for applications must be made before November 7, 1975; deadline for receiving completed applications is November 21, 1975. Address application requests to: NAS, Commission on Intern'l Relations, USSR/EE, 2101 Constitution Ave, Washington DC 20418.

Editor's Note At press time, detailed information on all SSRC programs was not available. Persons desiring more complete information as well as application forms should write SSRC, 605 3rd Ave, New York NY 10016. In the past, SSRC programs have focused on such areas as Latin America, Contemporary China, Japan, Korea, and the Near and Middle East.

The Social Science Research Council and the American Council of Learned Societies will again administer fellowships for dissertation research on contemporary Western European affairs. From 9-18 months in duration, the fellowships will also provide for a maximum of six months of preparatory training in language or methodological skills considered necessary for the proposed research, as well as for six months support to enable recipients to write their dissertations. Particular emphasis will be given to research on problems of public policy common to Western Europe and North America, especially urban and regional problems, as well as research on neglected geographic areas of Western Europe.

Eligibility is limited to citizens or permanent residents of the U.S. or Canada who are currently enrolled in a doctoral program and who will complete all degree requirements, except dissertation, prior to January 1, 1977. Deadline: November 3, 1975.

The American Council of Learned Societies (ACLS) will administer several grant programs for 1976-77 in addition to those previously reported (see LR 18.1, p. 5) These programs are described below

Grants for Research on Chinese Civilization. Research may be carried out either in the U.S. or abroad. In most cases, research should focus on pre-1910 China (Research on post-1910 China is supported by the Social Science Research Council.) Maximum award: usually \$12,000. Grants are awarded for a minimum of six months of continuous research. Deadline: December 1, 1975.

Grants for Advanced Training in Chinese Studies. This program, funded by the Andrew W Mellon Foundation, is intended to allow scholars to maintain and improve their teaching and research skills (with emphasis on training rather than research) Applicants must be currently employed in the area of historical or contemporary Chinese studies and must possess at least 3 years of teaching experience. Maximum award: \$10,000. Awards will be made under two specific programs: (1) Postdoctoral Internships for Advanced Training at Major University Centers of Chinese Studies in the U.S. and (2) Postdoctoral Fellowships for Language and Other Training in East Asia (limited to Chinese or Japanese). Deadline for application. December 1, 1975

East European Studies. Grants for Post-Doctoral Research. These are offered for research in the humanities or social sciences relating to the cultures and populations (regardless of their geographical locus) of Albania, Bulgaria, Czechoslovakia, Hungary, Poland, Romania, Yugoslavia, East Germany since 1945, and modern Greece. Such research should be problem oriented and of theoretical relevance in the substantive scholarly disciplines and may be comparative in nature. The program particularly invites such comparative research on social institutions and processes. The program also supports research of conceptual and theoretical focus and manifest disciplinary relevance, empirically based on immigrant groups

or communities from Eastern Europe. Grants will rarely exceed \$10,000 Stipends in lieu of summary salary or grants for foreign travel will be considered only in exceptional circumstances. (Those U.S. citizens wishing to go to Bulgaria, Czechoslovakia, Hungary, Poland, Romania, Yugoslavia, East Germany for two months or longer should apply to IREX, 110 E 59 St, New York, NY 10022) Deadline: December 31, 1975. **Grants for Study of East European Languages.** These are offered for scholars and graduate students (who have completed at least one year of graduate study at the program deadline) for intensive, intermediate-level study abroad of the languages of Albania, Bulgaria, Czechoslovakia, Greece (modern Greek), Hungary, Poland, Romania, and Yugoslavia. Grants are also offered for enrollment in language courses on all levels in the U.S if such courses are not available in the regular program of the home institution Applicants wishing to study modern Greek are eligible only if they intend to teach it or to use it in research on modern Greece. Stipends, ranging from \$300 to a maximum of \$1,000, will include not more than the equivalent of overseas group travel and subsistence at one of the summer language centers for foreigners available in most East European countries. Support will be provided for the recipient only. Deadline for receipt of application forms: February 2, 1976 (requests for forms received after January 25 will not be honored).

Soviet Studies. Grants for Post-Doctoral Research. These are offered for research in the social sciences and humanities relating to Revolutionary Russia and the USSR. Preference will be given to applications which bring to Soviet studies the insights of sociology, social psychology, cultural anthropology, economics, geography, and law. Special attention will also be given to problems in Soviet studies which cross disciplinary boundaries or which can profit from methodological advances. Maximum grant: \$8,500. Only in exceptional cases will grants be made in support of travel for brief visits abroad or to relieve scholars of

the necessity of teaching beyond the conventional academic year. (Those U.S. citizens wishing to go to the Soviet Union for 2 months or more should apply to IREX, 110 E 59th St, New York, NY 10022.) Deadline for receipt of application forms: December 31, 1975.

Travel to International Congresses and Conferences Abroad. The ACLS awards grants for travel to enable American humanists and social scientists with strong humanistic interests and who wish to attend meetings concerned with the humanistic aspects of their discipline to participate in international scholarly congresses and conferences held outside the U.S., Canada, and Mexico. Active, official participation must be proven. Maximum grant equivalent to the lowest available round-trip economy class air fare. (Note: meetings which are basically national, binational, or regional in participation are *ineligible*; awards are not given to meetings concerned with education or pedagogy, to attend teaching or study seminars, or to lecture) Applicants must obtain application forms from and apply through the ACLS constituent society with the major interest in the subject of the conference or the field which it represents. No direct requests will be accepted or application forms furnished by ACLS. Accordingly, applicants for meetings that fall within the scope of the LSA should request forms prior to the below deadlines from Mr John H. Hammer at the LSA Secretariat office. In requesting forms, supply the name, place, and dates of the meeting to be attended **Deadlines.** October 15, 1975 for meetings February-May 1976; February 15, 1976 for meetings June-September 1976; June 15, 1976 for meetings October 1976-January 1977. Applications submitted after the above deadlines *cannot* be considered. Scholars do not, however, have to wait for confirmation of official, active participation before making application, although awards will be conditional upon confirmation of such participation.

For further information on the above programs write: ACLS, 345 E 46th St, New York NY 10017.

RECOMMENDATIONS— from page 4

8. There are organizations of various kinds which work in Latin American countries and in Indian groups, which, rather than contributing to the improvement of those groups, serves as influences of alienation

RECOMMENDATIONS

1 Teaching in the mother tongue of Indians should be imposed by law, as a means of education in accordance with the cultural characteristics of each ethnic group

2. Indian Linguistic Institutes should be established under the direction of Indian professionals competent in the field, likewise, a continent-wide institution for coordination and promotion should be created.

3 The number of fellowships and scholarships, for Indian students of both sexes, at all educational levels, should be increased, in response to their varying individual needs

4. In bilingual education programs, the teaching personnel should themselves be bilingual Indians.

5 In the offices of the organizations within the educational field, under whose jurisdiction are monolingual or incipiently bilingual populations, staff specialized in bilingual education should be employed

6. Where lands have been usurped from the Indians, they should be returned to Indian communities, and at the same time, tools for work, the necessary credit, and technical assistance should be provided.

7. Goods produced by Indians should be promoted and marketed by the Indian people themselves.

8 Governments should support and encourage cooperatives that can help to raise the economic level of Indian people.

9. Indian peoples should be trained to participate in the planning and implementation of integral development programs within their communities

10. National governments and international organizations should develop a policy of planning and social welfare for Indian peoples and for rural populations as a whole, and these should be channelled through the Indian groups' own organizations

11 Indian groups should be integrated into the reality of national politics, while fully respecting their own native values, to ensure that existing laws, which in most cases are good but inoperative, are enforced. Where laws do not exist to guarantee autonomy and dignity to the Indian, the introduction of such laws is imperative, with participation of representatives of authentic Indian organizations.

12 An Inter-American Indian organization should be established to coordinate activities of common interest to native groups of the whole American continent

13. Because factors exist which allow the distortion of well-intentioned laws, that have the purpose of overcoming the state of dependency and of domination under which under-developed countries now exist, a transformation of the political structure of our countries is imperative in order to achieve a greater participation on the part of the people in their own government

14 The appropriate entities should provide for the preservation of native cultural values, when these are threatened by the activities of foreign institutions "

The conference participants also established a commission of representatives of different countries to coordinate activities to implement the above recommendations. The commission will provisionally be established in the Republic of Panama. Further information can be obtained from: M J. Hardman-de-Bautista, Cntr for Latin American Studies, U Florida, Gainesville FL 32611.

Mildenberger Gets Grant

Dr Kenneth W. Mildenberger has received a grant from the National Endowment for the Humanities (NEH) to support research for and preparation of a manuscript on foreign language and area studies in the U.S. from 1941-1971. Dr. Mildenberger, who has long been associated with the Modern Language Association, will discuss the major developments in language study, making use of published and unpublished documents in his possession and of his own professional experiences.

A major concern of the work will be the stress experienced by language study when traditional humanistic values came into conflict with the demands of international politics and trade, and the lessons of this experience for other humanistic disciplines. Other topics to be considered include: the condition of foreign language education at the beginning of World War II; the effects of World War II and the Cold War; the impact of new ideas in psychology, educational theory, and the sciences; the effectiveness of major language education programs instituted by the Government and professional associations; the growth of "area studies"; and the implications for language studies of changes in higher education and in student attitudes during the 1980s.

Members Sought for New Semiotic Society

The formation of the Semiotic Society of America was one of the principal results of a business meeting held at the conclusion of the 1st North American Semiotics Colloquium, which took place in conjunction with last summer's meeting of the Linguistic Society of America. Society officers provisionally elected at the meeting were. President: Henry Hiz (U Pennsylvania); Vice-President: Eugen Bar (Hobart and William Smith Colls); Secretary-Treasurer: Thomas A. Sebeok (Indiana U). These officers have been charged with the responsibility for incorporating the new Society, and drafting its Constitution. It is intended that the Society will eventually affiliate with the International Association for Semiotic Studies.

Also under discussion at the meeting was the organization of semioticians in Canada. It was tentatively agreed that both sides should begin work towards the establishment of a bipartite North American Semiotics Federation and that annual meetings should be alternately scheduled in Canada and the United States.

Anyone interested in joining the new society is invited to write: Semiotic Society of America, Research Cntr for Lang and Semiotic Studies, PO Box 1214, Bloomington IN 47401. Initial membership fee (for 1976 only) has been set at \$2.00 and should accompany applications for membership

SSRC — from page 9

training at the Francisco Marroquin Linguistic Project and graduate study at U Montreal; Louis Toupin, MA candidate in political science, U Quebec-Montreal, for Spanish language training at the Francisco Marroquin Linguistic Project and graduate study at U Quebec-Montreal; Robert D. Hoberman, PhD candidate in linguistics, U Chicago, for research in Israel on modern Aramaic as spoken by immigrants from Iraqi Kurdistan; Christian J. Adjemian, PhD candidate in Romance linguistics, U Washington, for research in France on the discourse function of French with reference to grammatical structure, intonational contour, and social context.

The Linguistics Research Center of Pan American U and the Cross-Cultural Southwest Ethnic Study Center of U Texas-El Paso will sponsor a **Conference on College English and the Mexican-American** January 22-24, 1976. Papers on all aspects of the topic—rhetoric, literature, linguistics, sociology, educational policy, etc.—are welcome. Send abstracts to: Paul Willcott, Dir, Ling Research Cntr, Pan American U, Edinburg TX 78539.

Vico and Contemporary Thought: A Conference Celebrating the 250th Anniversary of the 'New Science' will be held January 27-31, 1976 at Columbia U. The conference will be concerned with Vico's thought in relation to contemporary ideas in philosophy, aesthetics, literary theory, linguistics, psychology, anthropology, sociology, political science, and education. Linguists scheduled to participate include Noam Chomsky (MIT) and John Searle (U Cal-Berkeley). For further information write: Giorgio Tagliacozzo, Inst for Vico Studies, 69 Fifth Ave, Suite 17A, New York NY 10003.

The 3rd International Conference of Nordic and General Linguistics will be held April 5-9, 1976 at U Texas-Austin. Topics currently scheduled for discussion include: language problems and language planning in Scandinavia, Nordic ethnicity and bilingualism in North America, Scandinavian as a second language, spatial and social variation in language, etc. Write: John Weinstock, Dept of Germanic Lang, U Texas, Austin TX 78712.

The 7th Conference on African Linguistics will take place April 15-17, 1976 at U Florida. The theme of this year's conference is "Language and Linguistic Problems in Africa." Tentatively selected areas of discussion include the national language issue, language planning, language instruction, linguistics in the context of Africa, contributions of linguistic theory to African linguistics, historical and comparative African linguistics, and Africanisms in the languages of the diaspora. Abstracts are invited. For guidelines write: Paul A. Kotey, Cntr for

African Studies, 470 LGH, U Florida, Gainesville FL 32611

The Central States Conference on the Teaching of Foreign Languages will be held April 22-24, 1976 in Detroit, Michigan. The conference—organized around the theme "Spirit of '76: Freedom to Communicate"—will consist of special interest and workshop sessions devoted to current issues and problems in foreign language teaching. The conference format will also provide for keynote addresses in such areas as intercultural communication and communicative competence as well as for special sessions on five specific languages. For further information write: William Clapper, Roanoke County Schs, 526 College Ave, Salem VA 24153.

The 3rd International Phonology Meeting is scheduled for September 1-4, 1976 at U Vienna. Topics to be discussed include: (1) phonetics in phonological analysis; (2) phonological processes; (3) morphology; (4) suprasegmentals; (5) phonology and sociolinguistics. Abstracts (due in February 1976) are now being solicited. Those wishing to submit abstracts should request guidelines from: Phonologietagung, Institut für Sprachwissenschaft, Universität, Luegerring 1, A-1010 Vienna, Austria.

The 6th International Conference on Computational Linguistics will be held June 28-July 2, 1976 at U Ottawa. The conference, whose official languages will be English and French, will be organized around the following topics: (1) general problems and methods of computational linguistics from linguistic, mathematical, and computational points of view; (2) computational semantics; (3) automatic synthesis of natural languages; (4) computational lexicography and stylistics, including concordances and statistical studies; (5) speech recognition and synthesis; graphemics, including character recognition, and language-graphics interfaces; (6) machine translation and machine-aided translation. Anyone wishing to present a paper at the meeting should send a 1000-word ab-

stract by December 1, 1975 to: Martin Kay, XEROX Palo Alto Research Cntr, 3333 Coyote Hill Rd, Palo Alto CA 94304

The NATO Science Committee is organizing a **Conference on the Psychology of Language**, to be held June 21-26, 1976 at Stirling U. The aim of the conference is to bring together scientists from many disciplines for an examination of topics that are of central importance in contemporary psycholinguistics. Centered around the themes of developments in semantic and phonological psycholinguistics and approaches to child language acquisition, the conference will explore such topics as cognitive development, psychological status of linguistic rules, phonological development, educational needs for language development, phonology and social strata, mother-child interaction, and other related areas. Abstracts must be submitted by December 15, 1975 to: R. N. Campbell, Dept of Psych, U Stirling, Stirling FK9 4LA, Scotland

Center for Applied Linguistics
Vietnamese Refugee Education Series

- | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|
| 1 English Vietnamese Phrasebook with Useful Word List (for Vietnamese speakers) | \$3 00 |
| A survival phrasebook and mini dictionary designed to meet the immediate language needs of refugees upon their resettlement. Two accompanying cassette tapes. | |
| 2 Vietnamese English Phrasebook and Useful Word List (for English speakers) | \$2 00 |
| Simplified Vietnamese for Americans with a semi-phonetic respelling pronunciation guide. One accompanying cassette tape. | |
| 3 A Handbook for Teachers of Vietnamese Students: Hints for Dealing with Cultural Differences in Schools | \$1 00 |
| Suggestions for teachers to help reduce possible culture shock to Vietnamese students. | |
| 4 A Selected Annotated Bibliography for Teaching English to Speakers of Vietnamese | \$1 50 |
| Information on classroom and resource materials from pre-reading through adult. | |
| 5 A Personnel Resources Directory for the Education of Vietnamese Refugees | \$1 00 |
| Information on available Vietnamese and American educators who have background experience or training special expertise in teaching content subjects in Vietnamese or English as a second language. | |
| 6 A Colloquium on the Vietnamese Language | \$6 50 |
| Presented July 15, 1975. Contains references to contrastive features between Vietnamese and English including 45-minute presentation in phonology and syntax and a 45-minute question and answer period. Price includes accompanying handout. | |

The LR is only part of CAL's notabilia...

El Lenguaje de los Chicanos edited by Eduardo Hernandez-Chávez, Andrew D Cohen, Anthony F Beltramo 1975 \$7 00

The FIRST book to comprehensively look at the language of the Chicanos. A collection of 20 important articles which examine the major aspects of the dynamic confrontation of Spanish and English in the Southwest

Spanish and English of United States Hispanos: A Critical, Annotated, Linguistic Bibliography edited by Richard V Teschner, Garland D Bills, and Jerry R Craddock 1975 \$7 95

One of the most extensive annotated bibliographies yet to be published on the language of the Hispano communities. Contains 675 items relating in full or in part to the speech and language behavior of Chicanos (Mexican-Americans), mainland Puerto Ricans, Cubans, Sephardic Jews, *peninsulares* (Spaniards), and *isleños* (Canary Islanders in Louisiana)

The Proceedings of the First Inter-American Conference on Bilingual Education edited by Rudolph C Troike and Nancy Modiano 1975 \$12 00

Thirty papers by leading figures in bilingual education in the Americas. The conference provided a forum for educators, linguists, and government officials from the United States, Canada, and Latin America to exchange information, ideas, and experience in this vitally important new development in education. In Spanish and English

A Survey of the Current Study and Teaching of North American Indian Languages in the United States and Canada by Jeanette P Martin 1975 \$4 00

Published jointly with the ERIC Clearinghouse on Languages and Linguistics, this volume presents a composite picture indicating the scope of recent developments on the study and teaching of North American Indian Languages. Lists 101 American Indian language courses

Testing Language Proficiency edited by Randall L Jones and Bernard Spolsky 1975 \$7 95

The articles in this volume discuss the various measures used today for testing language proficiency

Material Development Needs in the Uncommonly-Taught Languages: Priorities for the Seventies. 1975 \$3 95

Contains selected papers from a USOE-sponsored conference. Topics discussed include recent advances in materials development, the areas in which material development is urgently needed, and additions to the Fife-Nielson list

Language Planning

Languages Surveys in Developing Nations: Papers and Reports on Sociolinguistic Surveys edited by Sirarpı Ohannessian, Charles A Ferguson, and Edgar C Polome 1975 \$8 50

One of the most important new works in the field of sociolinguistics, this book is a *must* for both teachers and students, providing not only a background in the general techniques of field surveys of language use, maintenance, but definitive examples of some of the major surveys conducted in recent years.

English-Language Policy Survey of Jordan: A Case Study in Language Planning, by William Harrison, Clifford Prator, and Richard Tucker 1975 \$8.50

This work stands as a model for future language policy endeavors and as a reference text for students and teachers of language planning. Contains discussions of the survey, its implications, and its results. An introductory essay by Thomas P. Gorman.

By purchasing 3 or more copies of any combination of titles, LR readers may take advantage of a 10% discount on the total order. All orders must be prepaid.

name _____
 address _____
 zip _____

Order Form		
Title	No Copies	Amount
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
Total	_____	_____
	Discount	_____
	Total Enclosed	_____

THE EDINBURGH COURSE IN APPLIED LINGUISTICS

The study and teaching of Applied Linguistics at the University of Edinburgh has deservedly won a world-wide reputation and has played a significant part in defining the scope of what is a relatively new subject. THE EDINBURGH COURSE IN APPLIED LINGUISTICS consists wholly of material which has been selected, developed and tested in the teaching of the University's course.

Now available:

Volume I: Readings for Applied Linguistics, edited by
J.P.B. Allen and S. Pit Corder, paper \$9.00

Volume II: Papers in Applied Linguistics,
edited by J. P. B. Allen and
S. Pit Corder, paper \$17.00

Volume III: Techniques in Applied Linguistics, edited by
J.P.B. Allen and S. Pit Corder, paper \$11.25

Forthcoming:

Volume IV: Testing and Experimental Methods,
edited by J.P.B. Allen and
Alan Davies

Please address requests for examination copies to:
Jean N. Dale / Editorial and Marketing Consultant /
English Language Teaching Department

OXFORD UNIVERSITY PRESS
200 Madison Avenue / New York, N.Y. 10016

The American Council of Learned Societies (ACLS) recently announced the results of grant competitions in a number of its programs. Support for research in linguistics and related areas is outlined below.

Grants for East European Studies: *Mary P. Coote* (U Cal-Berkeley), women's narrative songs in Serbo-Croatian oral tradition; *George M. Williams, Jr* (SUNY-Buffalo), East German theories of the relation between the social use of language and linguistic structure.

Grants for East European Language Study: *Michael F. Bassman* (East Carolina U), Romanian; *Barbara A. Niemczyk* (Yale), Czech; *Joseph Paternost* (Penn State), Serbo-Croatian; *Edward M. Pollock* (Harvard), Polish; *Philip J. Regier* (USC), Macedonian; *William R. Schmalstieg* (Penn State), Slovene; *Howard E. Zalkin* (U Virginia), Serbo-Croatian.

Grants-in Aid: *Eugene Green* (Boston U), linguistic and social properties of Massachusetts place-names.

Grants on Chinese Civilization: *W. South Coblin, Jr* (U Iowa), Chinese phonology of the Eastern Han period.

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.

U California - Santa Barbara is considering the establishment of an interdisciplinary program in Language and Society at the undergraduate and graduate levels. Several appointments are anticipated with disciplinary emphases in anthropology, linguistics, sociology (specifically fine-structure analysis of verbal interaction), and speech. Extensive research and teaching experience and ability to supervise graduate students are required. Send current vita by January 1, 1975 to one of the following (as appropriate): *Thomas C. Harding*, Dept of Anthro; *Arthur Schwartz*, Ling Prog; *Don H. Zimmerman*, Dept of Sociology; *Sanford E. Gerber*, Dept of Speech, U Cal-Santa Barbara, Santa Barbara CA 93106.

U Northern Iowa will have an opening for an assistant or associate professor to act as admin-

istrative director and instructor in the Linguistics Section of the Dept of Eng Lang and Lit. PhD and emphasis in TEFL, EFL, and Applied Linguistics required. Salary is dependent upon training and experience. Send resumé to *Daniel J. Cahill*, Head, Dept of Eng Lang and Lit, U Northern Iowa, Cedar Falls IA 50613.

Illinois Inst of Tech is inviting applications for an assistant professorship in language pedagogy, beginning Fall 1976. Candidates must have a PhD, interest in research and functional (near-native) or native fluency in German with teaching experience in the language. Duties will include teaching undergraduate courses in German and coordinating and teaching graduate courses in applied linguistics. Send resumé to *Henry Knepler*, Chmn, Dept of Humanities, Illinois Inst of Tech, Chicago IL 60616.

U Texas - San Antonio needs a Bilingual Education Specialist. Requirements: PhD, experience in bilingual educational research, knowledge of bilingual educational theory, and familiarity with second language and bilingual methodology. Knowledge of additional language used in Title VII programs helpful. Duties: some supervisory and advisory duties as well as evaluation and assessment of materials. Salary and a part-time faculty position may be negotiable for exceptional candidate. Please contact *U Texas - San Antonio, Personnel Off*, San Antonio TX 78285.

The Linguistic Reporter

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

nonprofit organization
U S POSTAGE
PAID
WASHINGTON, D C
PERMIT NO 41429

a newsletter in applied linguistics

The Linguistic

REPORTER

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

THIRD MELI OVERWHELMING SUCCESS

The 3rd Middle East Linguistic Institute, held July 20-August 21, 1975 at Cairo U, drew approximately 145 students, of whom about 100 completed their five-week courses. Students came from the 5 Egyptian universities, the Ministry of Education, the specialized higher institutes, and the American University in Cairo, as well as from Jordan, Lebanon, Tunisia, Saudi Arabia, Syria, Kuwait, the U.S., England, the Netherlands, and the Sudan.

A total of 17 courses were offered, 5 of which were taught by Middle Eastern faculty. These were Introduction to General Linguistics—Arabic Medium (Hilmy M. Aboul-Fetouh, Cairo U, and Ahmet Kamal Abdel-Hamid, King Abdul Aziz U), Phonetics and Phonemics (Afaf El-Menoufi, Cairo U, and Hussein A. Gaber, Al-Azhar U), Contrastive Linguistics Applied to Materials Development (Saad Jamal, Beirut Arab U); Topics in Arabic Linguistics—Philology, Arabic Medium (E. Y. Bakr, Cairo U), Introductory Grammar (Mohammad Ibrahim, U Jordan, and Ahmet Kamal Abdel-Hamid). Other courses offered included Linguistics Applied to Language Teaching/English for Special Purposes (Alan Mountford, U Edinburgh, and Hussein A. Gaber), Linguistics and Literature/Discourse Analysis (Gunther Kress, U Nottingham), Introduction à la linguistique/Grammaire générative (Benoit De Cornulier, U d'Aix-Marseille), Field Methods in Sociolinguistics (Björn Jernudd, Ford Foundation), Factors in Aural Comprehension/Language Testing (Donald Bowen, American U-Cairo and UCLA), Introduction to Generative Phonology/Topics in Arabic Linguistics—Generative Phonology (Michael Brame, U Washington), Advanced Syntax/Semantics (John R. Ross, MIT). David DeCamp (CAL) took over Dr. Ross's courses for the last week of the Institute.

Featured Inside . . .

Book Notices	13
Child Language Newsletter	7-9
Conferences	11, 14
Grants and Fellowships	6
Linguists Wanted	13

As in the first two Institutes (see LR 16 4 and 16 9), the Center for Applied Linguistics coordinated the planning for the Institute in cooperation with the British Council.

See MELI—9, Col 1

Contrastive Analysis Conference Scheduled

The 2nd International Conference of English Contrastive Analysis Projects will take place in Bucharest, Romania November 20-23, 1975. Host and organizer is Dumitru Chițoran, Dean of the Faculty of Germanic Languages of the University of Bucharest, and Director of the Romanian-English Language Project, jointly administered by the University of Bucharest and the Center for Phonetics and Dialectology of the Romanian Academy on the one hand and the Center for Applied Linguistics on the other.

Participants will include the directors of the Center's other contrastive analysis projects in Eastern Europe: Rudolf Filipović, Director of the Linguistic Institute of the University of Zagreb, Yugoslavia; Jacek Fisiak, Director of the Institute of English, Adam Mickiewicz University, Poznań, Poland; and László Dezső of the Linguistics Institute of the Hungarian Academy of Sciences, and Dr. David DeCamp, CAL Associate Director for International Programs. Representatives of similar projects in England, West Germany, Sweden, Finland, and other West European countries will also take part.

The conferences will be devoted to progress reports on the work being carried out by the various contrastive projects, and to papers on the theory and methodology of contrastive analysis, languages in contrast, and contrastive analysis and psycholinguistics.

Further information about this conference may be obtained by writing Dean Dumitru Chițoran, Faculty of Germanic Languages, University of Bucharest, Str. Pitar Mos, 7-13, Bucharest, Romania, or to David DeCamp, Assoc. Director for International Activities, CAL, 1611 N Kent St, Arlington VA 22209.

The First Conference of English Contrastive Projects took place in Zagreb, Yugoslavia in December 1970.

CAL Gets Grant to Study Bilingual Education

The Center for Applied Linguistics has received a grant from the Carnegie Corporation for a project on "Cross-Disciplinary Perspectives in Bilingual Education." The project, which is designed to address and clarify the complex and urgent issues regarding bilingual education today, will bring together experts from several disciplines (including law, social sciences, and education) to review the state of the art of their disciplines in regard to bilingual education.

Through a series of meetings, critical issues in bilingual education will be identified and recommendations aimed at solutions to current problems will be made. Four types of documents will result from this series of meetings:

- For each discipline, a scholarly review of literature pertinent to bilingual education.

- For each discipline, a non-technical concept paper highlighting the discipline's major research and problems relevant to bilingual education and the critical issues involved.

- A single summary statement reviewing the previous set of documents and including the conclusions and recommendations of the representatives of the various disciplines.

- A review of the summary statement to include the views of persons in other fields. Efforts will be made to have the above material.

See CAL—12, Col 1

The Committee on the Social Sciences in the National Science Foundation, recently appointed by the National Academy of Sciences (see LR 18:2, p 8), is inviting comments and suggestions for directions of social science research and activities that NSF should consider strengthening or initiating. Deadline for submission: as soon as possible. Write: Herbert A. Simon, Chmn, c/o National Academy of Sciences, JH818, 2101 Constitution Ave, Washington DC 20418.

Director Rudolph C. Troike
Deputy Director and Associate Director for Information Services A. Hood Roberts
Associate Director for International Activities David DeCamp
Associate Director for Domestic Activities Roger W. Shuy
Associate Director for Planning and Administration John H. Hammer
Comptroller Walter P. McIntosh

Editor Begay B. Atkinson
Managing Editor Marcia E. Taylor
Associate Managing Editor Diane Bartosh

Subscription rates \$4.50, \$9.50 (domestic airmail), \$14.50 (foreign airmail)

The **Center for Applied Linguistics**, established in 1959 through a grant from the Ford Foundation, is an independent, non-profit professional organization dedicated to the application of the findings of linguistic science to the solution of educational and social problems. The Center carries out policy studies, research and development, and information dissemination in areas relating to language and linguistics, and works to promote cooperation between linguistics and other disciplines.

The **Linguistic Reporter**, the Center's newsletter, is published 9 times a year. Subscriptions are entered on an academic year basis only, with each new volume beginning in September and concluding in June of the following year. Editorial communications, advertisement inquiries, and books for review should be directed to the Editor, *The Linguistic Reporter*, CAL, 1611 N. Kent St., Arlington, VA 22209. Communications concerning subscriptions should be directed to the Subscriptions Secretary at the same address. Permission is granted for quotation or reproduction from the LR provided acknowledgment is given.

Board of Trustees

Arthur S. Abramson, Sec-Treas, LSA, and Prof of Ling, U Connecticut, Ex-officio
Charlotte K. Brooks, Adjunct Prof of Eng, American U
John Elmendorf, Consultant, Academy for Educational Management
Charles A. Ferguson, Prof of Ling, Stanford
Morris Halle, Prof of Ling, MIT
Dell H. Hymes, Dean, Sch of Ed, U Pennsylvania
Ilse Lehiste, Prof of Ling, Ohio State U
Winfred P. Lehmann, Prof of Ling, U Texas-Austin
Albert H. Markwardt, Princeton
George A. Miller, Prof, Rockefeller U
Herbert H. Paper, Prof of Ling, U Michigan
Dillon Platero, Dir Navajo Div of Ed, Navajo Nation
Eugene B. Power, Retired Pres, Univ Microfilms
Malcolm D. Talbot, Pres, Rutgers Univ Foundation
William Turnbull, Pres, Educational Testing Service
Gordon B. Turner, Vice Pres, ACLS
Jack H. Vaughn, Pres, Planned Parenthood Federation of America

THE VIEW FROM THE CENTER: Toward a Multicultural Society

Two recent events (reported in last month's issue of the *Linguistic Reporter*) are of great potential significance to linguists in the United States, and of interest to many persons in the U.S. and in other countries who are concerned with the broad question of the role of language in public policy and national development. The first is the issuance of the guidelines for the implementation of the Supreme Court decision in the *Lau vs Nichols* case and the second is the passage by Congress of the amendments to the Voting Rights Act.

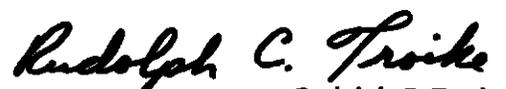
Both will have considerable impact on the status of linguistic minorities, and long-range implications for the recognition of language as a matter of legal and perhaps even Constitutional rights. The first will require schools to offer bilingual education (i.e. in the vernacular and English) in all districts having twenty or more students from a single language background. The practice of providing only special instruction to overcome their limitations in English was declared to be *not acceptable* at the elementary school level.

Thus for the first time in history, the federal government has adopted a policy requiring that education be provided in the native language of the student—a particularly far-reaching step inasmuch as in the past, regulations regarding language in the schools have been a matter for the states to determine. The Center is pleased that, through its work in the implementation of the *Lau* decision and with the Civil Rights Commission, linguistics has been able to have a significant effect on the formulation of federal policy affecting language. The involvement of linguists in the development of national language policy—often routine in other countries (such as Peru, which recently declared Quechua to be an official language)—has regrettably been rare in the U.S.

A number of states have independently mandated bilingual-bicultural education, abandoning the English-only policy which prevailed until recently. And several court cases since the *Lau* decision, most notably the *Aspira* decree in New York City, have provided further judicial support for bilingual education.

The requirement of bilingual-bicultural instruction will bring about massive readjustments in U.S. education, requiring trained teachers, curriculum materials, and tests for dozens, if not hundreds of languages. The situation calls for the deployment of linguistic knowledge and expertise on an unprecedented scale. But unless decision-makers recognize the urgent importance of linguistic input, and unless linguists realize the need and respond to it, the effort to provide equal opportunity through bilingual-bicultural programs could well fall far short of its goal.

The Voting Rights Act amendments, requiring voting information and ballots to be in the native language of the voter (though at present only if Asian, Native American, or Spanish and forming five percent of the population in a given state) is a second major step in the direction of protecting linguistic minorities and making the U.S. a truly pluralistic and multilingual society. Bilingual court and social services are already being planned and will be among the next steps in the growing movement. Linguists should be aware of these developments, and be prepared to contribute to meeting the needs which the implementation of these new policies will create.


Rudolph C. Troike

The U.S. Government Interagency Language Roundtable

by Earl Rickerson

(Earl Rickerson is Chairman of the Materials Development Committee of the Interagency Language Roundtable.)

Roughly 30 years ago the linguistic needs of an overseas war brought the U.S. Government into the field of language teaching where its influence and resources helped to develop a new methodology. After the war the Army Method was modified for use in the academic world and after audio-lingual became a household word the revolution of the 1940s became the language orthodoxy of the 1960s. In recent years we have seen that orthodoxy questioned. Some of the psychological underpinnings of the audio-lingual method have been rejected, the truth of some of its dogma doubted, and we are in that awkward stage of the dialectic in which the antithesis has emerged, but no new synthesis has been formed. We are surrounded by critiques, partial answers and facts. There is no clear direction for the future of language teaching, and a *deus ex machina* with an awesome new method is awaited. It is doubtlessly safe to predict, however, that advances in language teaching during the 1970s will not result from a methodological revolution. The dialectic will follow its course, and the synthesis will probably emerge without fanfare. But it is an interesting coincidence—as if another cycle were beginning—that at least part of the initiative for new developments may again come from Washington.

Since the federal government is by far the largest language teaching establishment in the country—with a budget of over \$60 million a year—it is not surprising that the government language community has a powerful interest in finding ways to teach foreign languages more effectively. Yet the search for new solutions moved primarily to the universities during the 1950s and 1960s, while government language schools expended their energies more in refining and exploiting the methodology that grew out of World War II, than in looking intensively for alternatives to it.

One reason is surely the fact that what they have been doing is demonstrably effective. The members of the government language training community have had an impressive record of success in producing foreign language skills that can be used as professional tools overseas. Arguments can easily be made, therefore, against tinkering substantially with a system that has proven itself a winning combination.

It is perhaps also significant that since the end of the national language emergency of the 1940s there has been no unifying force in the language training efforts of the government. We speak now of a language training "community" because the task of

teaching languages to government officials is spread out over many agencies, ranging from the complex operation of the Defense Language Institute to the modest one-language program of the U.S. Customs Bureau. Where there was once a small body of linguists charged with developing a radical new approach, there are now a number of separate language schools using systems that have evolved from the Army Method in different ways according to the needs of the agencies they serve. With separation has come a certain expectable parochialism as each school worked to improve its own product. Although innovations in methods and materials have been produced they have often been too tied to the specific needs of a given agency to have great impact on the language teaching profession as a whole.

There is now evidence to suggest however, that conditions are changing, and that a new type of unity is beginning to form. The immediate cause of the change was a study by the Government Accounting Office (GAO) which asked, in effect, How far have we come in improving the nation's language capability since the days of *The Ugly American*? The answer was not encouraging. But the GAO study¹ was not so much an indictment of the government language schools as it was of the bureaucracy's seeming inability to place its language-trained officers in overseas positions where they are needed. In fact, the report's comments on the language training community were generally favorable—and supported the accepted belief that it is doing an effective job. A key recommendation, however, addressed itself to the language schools and increased the likelihood that they will be heard from in the future:

The Secretary of State should initiate an interagency committee whereby foreign language training resources can be used to the maximum extent by U.S. agencies. The Secretary of State et al. should expand their coordination of individual research programs and develop procedures for making research results available on a Government-wide basis.

The language training community responded to the recommendation through the medium of the Interagency Language Roundtable (ILR).

In many respects the Roundtable is an unusual government organization. It has no official chairman and, in the strict sense of

the word, no clearly defined membership: all government agencies which have an interest in foreign language training may attend its meetings. Although many of its members are language experts the group is not so much a collection of linguists as it is of people who oversee and coordinate the language teaching process in the government. Four of the participating agencies have training programs large and structured enough to be considered "schools": the Defense Language Institute (DLI), the State Department's Foreign Service Institute (FSI), and the smaller language training operations of the Central Intelligence Agency and the National Security Agency. But a good many other agencies either have their own language training programs—such as the far-flung efforts of the Peace Corps—or are consumers or supporters of the language training services offered by the others. In addition to the organizations already mentioned, the ILR has representation from the U.S. Information Agency, the Agency for International Development, the Office of Education, the Drug Enforcement Agency, the Bureau of Indian Affairs, the Foreign Agriculture Office, the U.S. Customs Bureau, the Civil Service Commission, and the FBI. Because of their location in Washington and their obvious interest in the business of the Roundtable, the National Endowment for the Humanities and the Center for Applied Linguistics are also often represented at the monthly meetings.

In actuality the Roundtable is not new; the name and the group have existed for almost 20 years. But until early 1973 it was not an organization charged by its parent agencies with a specific responsibility. As conceived by its founders, the ILR was not to be a working body or a steering committee. It was convened to serve chiefly as an information channel, a medium through which the members of the government language community could learn what one another were doing or planning. And it still serves that basic function. But with the publication of the GAO Report, the ILR took on a new dimension. Although informality still prevails, the number of participants has increased, the pace of the meetings has quickened, liaison among member agencies has become more intense, and awareness of a common professional purpose is palpable. During the past two years the resources, experience, and talents of separate language training programs have been brought to bear on common problems. The language community's response to the Government Accounting Office was to make the ILR an action group.

With its existence and purpose officially encouraged by the Congress, the Roundtable set itself the following goals in 1973:

See Roundtable—10, Col 7

¹*Need to Improve Language Training Programs and Assignments for U.S. Government Personnel Overseas*, published by the Comptroller General of the United States (January 22, 1973).

IN MEMORIAM: ALBERT H. MARCKWARDT — 1903-1975

by Harold B. Allen

[Dr. Allen is Professor Emeritus, University of Minnesota.]

On August 20, 1975, while waiting with his wife in a hotel near the London airport for the plane that would return him to Washington and a retirement year of teaching at Georgetown University, Albert H. Marckwardt was fatally stricken with a massive heart attack. Perhaps this sudden departure from us is as he would have wished—no lingering illness, no slow decline into incapacitated old age—and yet, with so much behind him, there was still so much ahead.

Marckwardt was born in Grand Rapids, Michigan, December 1, 1903, and Michigan was his home state nearly all his life. His BA (1925), MA (1928), and PhD (1933), were all from the University of Michigan, and it was there that he rose from an instructorship in English in 1928 to a professorship in English and linguistics. In 1963 he accepted a similar post at Princeton University, where he retired in 1972, only to return to Michigan for another year of teaching before going to teach for one year in the East-West Center in Honolulu.

Through the distinguished and multiple career of Albert Marckwardt runs a clear, single thread—a love for the English language. Encouraged in this love by the late Charles C. Fries, his graduate mentor, Marckwardt found in the English language the substance for his scholarly research, the *raison d'être* of his concern for communication, and the basis for a world commitment.

Marckwardt was an able linguistic scholar. An early and continuing concern was with Old English and its development into Modern English, a concern appearing in his doctoral dissertation on the Old English verbal system, his thorough revision of Samuel Moore's *Historical Outlines of English Sounds and Inflections* (1951), his editing of Laurence Nowell's *Vocabularium Saxonicum* (1952), his revision of George Philip Krapp's *Modern English: Its Growth and Present Use*, and his own complete grammar, *Old English* (with James Rosier, 1972). It was as a language scholar that he received a Fulbright lectureship to the universities of Vienna and Graz in 1953-54, served on the executive council of the Modern Language Association from 1955 to 1959, acted as vice-chairman of the American Council of Learned Societies from 1961 to 1964, and became president of the Linguistic Society of America in 1962. His presidential address, departing from tradition with its sharp challenge to the Society to pay some attention to the teaching of linguistics and to its social implications, so provoked the research-oriented editor of *Language*, the late Bernard Bloch, that a special mail ballot of the executive com-

mittee was required to compel Bloch to print the address. It finally appeared in the July-September issue of 1964. But for his own research Marckwardt in 1970 received from the National Council of Teachers of English the David B. Russell award.

Old English and the history of the language almost inevitably led Marckwardt to American English. He planned and taught one of the first courses in the country, part of the content of which appeared later in his popular book *American English* (1958). In 1938 Hans Kurath inspired him to seek funds to support dialect fieldwork for what is now designated the Linguistic Atlas of the North Central States. He directed the field research in Michigan, Ohio, Indiana, Kentucky, Illinois, and Wisconsin, now accumulated in about 360 complete field records. Although he wrote several articles based upon the first returns from his fieldworkers, preparation of the total data for publication was deferred for years by later commitments he could not then have anticipated, and it was not until last June that, back from Hawaii, he returned to his project with a conference in Chicago intended to allocate responsibilities for editing the records. Now it will be his associate, Raven I. McDavid, who will see through to completion the project he initiated years ago. In the meantime his interest in American regional English resulted in his election to a two-year stint as president of the American Dialect Society, 1963 and 1964.

Perhaps it was Marckwardt's two years of teaching in a high school in Wakefield, Michigan, and in Grand Rapids Junior College, from 1926 to 1928, perhaps it was his deeply-felt conviction that scholarship should not abide in an ivory tower, perhaps it was the example of Charles C. Fries. More likely, all three influences directed him to see the language as a medium of communication among people and hence to be concerned with helping people to use it more effectively, with ease and with clarity. Not long after Marckwardt began his university teaching, the battle of usage stirred up both academic and popular attention. With Fred Walcott, in 1938, he produced the informative and influential *Facts About Current English Usage*, and by himself, in 1940, the then liberal *Scribner Handbook of English* for use in Freshman English. Shortly before this he had been assigned the development of two courses designed to provide prospective secondary school teachers a solid foundation in the history and structure of their own language, courses that after years of classroom trial found publication in a book that helped to free several thousand English teachers from the confines of misinformation and outworn myths of usage. This book, *An Introduction to the English Language*, daringly led the user by inductive exercises to move back from Modern Eng-

lish through Early Modern and Middle to a grasp of Old English.

In 1949, at a time of crisis in the administration of the Freshman English program at the University of Michigan, Marckwardt was asked to assume the chairmanship. During the next two years he directed a linguistic analysis of the language problems of freshmen and developed a new language testing program for the course.

Increasingly Marckwardt was to find himself involved in the professional organization, the National Council of Teachers of English. In 1956 he accepted the chairmanship of its new steering committee on linguistics, and, later, of a committee to prepare a series of pamphlets illustrating stages in the history of the language. His service to the Council extended to its entire membership when in 1965 he became its first vice-president and in 1966 its president, probably the most effective and significant president since the founding of the organization in 1911. As past president he led a far-reaching analysis of the Council's structure, the resulting report ultimately caused a substantial alteration in that structure. In 1972 the Council presented him its Distinguished Service Award, but he continued to serve, as in 1973 he became director of its Commission on the English Language, and at the time of his death he was planning for the Commission's meeting in November.

Yet all that has been said above about Albert Marckwardt has not touched upon what many would consider his most important legacy, his influence upon programs and policies with respect to the teaching of English to speakers of other languages. This major concern for nearly half his life-span began when at the request of Charles C. Fries he went to Mexico City as director of the U.S.-supported English Language Institute from 1943 to 1945. During that time, in this brand new kind of venture for this country, he effectively laid the foundation for U.S. government-sponsored programs in English as a Second Language not only in Mexico but in other countries as well, to one of which, Colombia, he went in 1943 as a State Department consultant for its own Institute. Then, after his Fulbright year in Austria, the State Department sent him as a special grantee to consult in Western European countries both in 1954 and again in 1965. The latter grant was to ascertain the state of English teaching in Poland, Czechoslovakia, Romania, and Yugoslavia, the resulting report, said Trusten W. Russell of the Washington Fulbright office, was "an insuperable job."

During the next few years Marckwardt continued to be the indispensable outside consultant for the Cultural Exchange Division of the Department of State. In 1968 he participated in an extensive national survey in Colombia for the purpose of making rec-

ommendations about programs to be financed there by the Binational Commission in Bogota. During the same year he went as consultant for the University of Pittsburgh project in Thailand, where he gave several university lectures and consulted with members of the British Council, the Peace Corps, and the Ford Foundation-supported English Language Center. Again in the same year he was in Japan as consultant for the English Language Teachers Seminar. In 1971 the U.S. Information Agency asked him to go to India to make recommendations regarding existing and prospective teaching programs in that country.

So valuable were Marckwardt's services in the field that he was appointed a member of the U.S. delegation to the first Anglo-American conference at Ditchley Park, England, in 1965, and then also to the second one at Ditchley Park, sponsored by the British Council in 1971. Both conferences dealt with problems of teaching English throughout the world.

But not all of Marckwardt's productive activity with English as a second language occurred in foreign countries. When Robert Lado left Michigan's English Language Institute for a like position at Georgetown University, Marckwardt took over as acting director for one year and as director from 1961 to 1963. From 1961 to 1964 he was a member of the advisory committee of the Foreign Service Institute of the Department of State. From 1959 to 1965 he was a member of the advisory screening committee on linguistics of the Associated Research Councils, moving from that to membership on the Conference Board of the Associated Research Councils, representing the American Council of Learned Societies, and from 1971 to 1973 he served as its chairman.

He was a founding member of the National Advisory Council on Teaching English as a Foreign Language (sponsored by the Center for Applied Linguistics), and served as chairman since 1972. He was elected to the Board of Trustees of the Center for Applied Linguistics in 1964 with continuing membership except during 1971-72 when, during a critical period in its history, he served as acting director. From 1969 to 1971 he chaired the executive committee of the Center, and at the time of his death was planning to direct a survey of language usage in America for a project jointly sponsored by the Center and the National Council of Teachers of English.

During these years, ever since his appointment by the then director, Edgar R. Murrow, Marckwardt headed the Advisory Panel for the English Teaching Division of the U.S. Information Agency, and he was a member of the advisory committee for the *English for Today* series of ESL textbooks, prepared by the National Council of Teachers of English on an original grant from the Agency. From time to time he served as well as consultant for the Institute of Interna-

tional Studies of the U.S. Office of Education and for the Ford Foundation.

Of the latter relationship Melvin J. Fox has written, "The influence of Albert Marckwardt on the language development work of the Ford Foundation has been continuous since 1957. From then until the recent retrospective survey of the Foundation's work on language problems, his counsel has been regularly sought, given, and used."

The extraordinary contribution Marckwardt made to international understanding through facilitating the use of English to improve communication did not lack official recognition. In a ceremony in Washington, January 18, 1974, he received from the Department of State a certificate of appreciation with a plaque bearing these words: "For three decades of exceptional dedication and pioneer leadership in teaching English as a second language under the Educational Exchange Program." And in another ceremony in November last year he received a similar certificate of appreciation signed by James Keogh, then director of the U.S. Information Agency.

Generalizations about the breadth and depth of Marckwardt's sustained impact upon so many people and so many activities would have seemed incredible without the detailed synopsis above. Even these details omit his concern for education as a whole as manifested by his leadership in the FLES (Foreign Languages in Elementary Schools) program of the Modern Language Association, and by his service as a dynamic member of the Ann Arbor Board of Education from 1955 to 1961 and of the Washtenaw County Board of Education from 1961 to 1963, a period during which the University of Michigan presented him with its Distinguished Faculty Achievement Award.

Yet it is not just the amazing quantity of Marckwardt's achievements to which attention should be given, it is rather the quality of the leadership he diplomatically exerted. He led not by overriding and browbeating but by cogent and incisive persuasion. During a meeting on policies and plans he, as chairman or as participant, would listen as others set forth their reactions and views, often with interruptions and sometimes acrimonious crosscurrents. Then Marckwardt would call upon his never-failing simple stratagem: "Three questions seem to arise from this discussion" or "There now appear to be two ways in which this problem might be solved." And always his deft use of the numeral gave him the opportunity to speak without interruption as he presented the keen analysis he had been constructing.

Gracious, urbane, even-tempered, patient, judicious, moderate, analytical, thorough—these are some of the words that help to describe Albert Marckwardt. He was sensitive to others, quick to praise, and slow to detract. As a person, he was a great leader. As a leader, he was a great person. We owe him very much indeed.

new journals

Calgary Working Papers in Linguistics. Published by the Department of Linguistics, University of Calgary. Approx 2 per year. First issue Winter 1975. Editor varies with issue. Subscription: \$2.00 or free on exchange. All correspondence to CWPL, Dept of Ling, U Calgary, Calgary, Alberta T2N 1N4, Canada.

Contains papers submitted by members of LOGOS, the University's student linguistics club. The first issue is organized around the theme of the phonology of Canadian English and includes the following articles: An Introduction to Trisyllabic Laxing, Vowel Shift, and Canadian Raising, A Comparison of New Brunswick and Saskatchewan English, A Comparison of M. Bloomfield's "Western (Saskatchewan)" Dialect and a Dialect from the Regina Area, Canadian Raising in a Windsor, Ontario Dialect, Rule Ordering in Canadian English, G-Deletion in Canadian Dialects of English, etc.

English Teaching Newsletter. Published by the Centro de Perfeccionamiento, Experimentación e Investigaciones Pedagógicas of the Chilean Ministry of Education. First issue May 1975. Editor: Liliana Baltra M. All correspondence to English Teaching Newsletter, c/o L. Baltra M., Eng. Dept., CPEIP, La Barnechea, Santiago 10, Chile.

Designed to provide a forum for information exchange among English teachers working in Chile, this newsletter contains many useful suggestions which would be of interest to teachers anywhere. In addition to short articles on language teaching, ETN contains book reviews, selected bibliographies, and information on activities and events of interest to English teachers.

Mayan Newsletter. Published at the University of Oregon. Occasionally. First issue, March 1975. Editor: Colette G. Craig. Subscription, \$1.00 or more contribution. All correspondence to Colette G. Craig, Dept of Romance Langs, U Oregon, Eugene OR 97403.

Published in response to recommendations made by participants in the November 1974 Mayan Symposium in Mexico City, this newsletter is designed to improve communication among Mayan linguists by providing information on both past and present research in the field. It will also contain information on upcoming meetings as well as notices of new publications.

The Journal of the Linguistic Association of the Southwest. Published by the Linguistic Association of the Southwest with support from the Hogg Foundation. Quarterly. First

See *New Journals*—12, Col 1

grants, fellowships, awards

The National Science Foundation (NSF) offers graduate fellowships for study or work leading to an MA or PhD in the sciences (Linguistics falls within the scope of NSF support) Fellowships are for a 3-year period and are available to candidates who (1) are U.S. citizens or nationals, (2) have demonstrated ability and special aptitude for advanced training in the sciences, (3) have been accepted into a graduate program at their chosen institution or will have been accepted prior to start of fellowship tenure, and (4) have completed not more than one year of full- or part-time graduate study Stipend \$300 per month, with limited travel allowance additional Deadline December 1, 1975, with awards to be announced March 15, 1976 Write Fellowship Office, Nat'l Research Council, 2101 Constitution Ave, NW, Washington DC 20418

The Kosciuszko Foundation will offer an undesignated number of graduate fellowships to candidates majoring in Polish studies—including the language, literature, and culture of Poland—on the graduate level at a U.S. college or university Fellowships carry an award of \$1,000 Deadline January 15, 1976 For further information write Scholarship Progs, Kosciuszko Foundation, 15 E 18th St, New York NY 10021

The University of Pittsburgh will again administer **Andrew Mellon Postdoctoral Fellowships** for advanced study and research in the humanities, social sciences, and the natural sciences The purpose of these awards (to number approximately 7 in 1976) is to encourage the professional development of young scholars who show promise of great achievement in their respective fields Successful applicants will be expected to complete all study or research in Pittsburgh Stipend \$10,000 for 11 months tenure Deadline for receipt of applications is January 15, 1976 Requests for application forms and further information should be addressed to, Dir, Grad Progs, 1028-H Cathedral of Learning, U Pittsburgh, Pittsburgh PA 15260

The American-Scandinavian Foundation offers graduate fellowships in unrestricted fields to qualified applicants Awards range from \$500 to \$4,000 for graduate study in Scandinavian countries only Deadline December 1, 1975

The Foundation also assists in the administration of the **George C Marshall Memorial Fund in Denmark Fellowships**, which are for graduate study, again in unrestricted fields, in Denmark Awards range up to \$5,000 Deadline November 1, 1975

For further information on the above programs write Exch Div, American-

Scandinavian Foundation, 127 E 73rd St, New York NY 10021

The Woodrow Wilson International Center for Scholars offers approximately 40 fellowships to postdoctoral scholars and outstanding men and women in a wide variety of professions and occupations—academic, government, and others The scope of the Center's interests encompasses studies designed to increase our understanding of critical contemporary problems, preferably with suggested methods for solutions to such problems Areas in which proposals will be considered are Historical and Cultural Studies, Social and Political Studies, and Resources, Environment, and Interdependence Studies Application forms are available from Woodrow Wilson Intern'l Cntr for Scholars, Smithsonian Inst Bldg, Washington DC 20560

The American Association of University Women (AAUW) is offering Graduate Fellowships for Women for 1976-77 Approximately 60 dissertation fellowships will be awarded to women who will have completed all course work and examinations (except dissertation defense) by application deadline A limited number of awards are also available for postdoctoral research

Fellowships will be awarded for a 12-month period beginning July 1, 1976 and carry a maximum stipend of \$6,000 Fields of study are unrestricted and fellowships may be used either in the U.S. or abroad, but applicant must plan to pursue her professional career in the U.S.

Deadline for application is January 2, 1976 For further information write Martha A Burns, Dir, AAUW Fellowships Prog, 2401 Virginia Ave, NW, Washington DC 20037.

The National Endowment for the Humanities (NEH) has announced its grant and fellowship programs for 1976-77 These programs are outlined briefly below

Research Grants. Four types of grants are awarded under this program **General Research** A wide range of substantive projects in the humanistic disciplines are supported, with special attention paid to the development of collaborative, interdisciplinary research projects in all the humanistic disciplines Deadlines December 1, 1975 for projects beginning after July 1, 1976, June 1, 1976 for projects beginning after January 1, 1977 **Research tools** Designed to support the production of basic reference works for advanced scholarly research in the humanities, i.e. dictionaries, bibliographies, guides, and catalogs Proposals should clearly state the relevance and importance of the project to the entire

field which it is designed to serve Deadlines November 10, 1975 for projects beginning after July 1, 1976, May 3, 1976 for projects beginning after January 1, 1977 **Editing Supports** the work of making historical and literary papers or works more available for scholarly purposes Projects are expected to involve long-term commitments Deadlines November 10, 1975 for projects beginning after July 1, 1976, May 3, 1976 for projects beginning after January 1, 1977 **Centers of Research** Provides support for a small number of major research collections and centers which focus their activities on a particular area in the humanities Support will be temporary (3-5 years), and a substantial portion of each grant will be on a gifts-and-matching basis Deadlines March 8, 1976 for projects beginning after December 1, 1976, October 6, 1976 for projects beginning after July 1, 1977 Preliminary inquiries and requests for application instructions for the above grants should be addressed to Div of Research Grants, NEH, Washington DC 20506

Fellowships. The basic purpose of this program is to support individual humanists in their work as scholars, teachers, and interpreters of the humanities **Fellowships for Independent Study and Research** Support is provided for uninterrupted, full-time study or research of from 6-12 months in duration Maximum stipends range from \$10,000-\$20,000 Deadline June 1, 1976 for projects beginning after January 1, 1977 **Summer Seminars for College Teachers** Designed to provide opportunities during the summer of 1976 for teachers at undergraduate and 2-year colleges to work in their areas of interest with distinguished scholars at institutions with libraries suitable for advanced study Information about seminar directors, topics, and locations will be available in December 1975 Deadline March 1, 1976 **Fellowships and Stipends for the Professions** Provides persons in professions outside teaching with an opportunity to study the historical, social, cultural, and philosophical dimensions of their professional interests Full information on the awards will be available by November 15, 1975 **Fellowship Support to Centers for Advanced Study** Centers for advanced study, research libraries, and other equivalent institutions independent of universities are eligible to apply for funds to be used to offer fellowships for study and research in the humanities. Applications may be submitted at any time, subject to the following general deadlines March 1, June 1, August 1, December 1 Applications received after a deadline date will be considered at the following deadline. Address all inquiries to Div of Fellowships, NEH, Washington DC 20506

CHILD LANGUAGE NEWSLETTER

Editor: David Ingram

Vol. 2, No. 2

November 1975

CHILD LANGUAGE RESEARCH IN JAPAN: PART 4

[Editor's Note The following report concludes the series on "Child Language Research in Japan" The Newsletter hopes to include future reports on research in other countries and general reports on topics in child language I would like to invite the readers to send suggestions on the kinds of reports they would be interested in seeing.]

by Fred C. C. Peng
International Christian University

In Part 3 of my report (*The Linguistic Reporter*, May 1975), I mentioned three activities to be conducted jointly by the staffs of the International Christian University and the Tokyo Gakugei University (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 In this report, I shall bring Child Language Research in Japan to a conclusion by following up the development of the three activities since May

First I am very happy to inform the readers of the fact that the Ministry of Education has taken a great interest in the first activity by awarding the International University a research grant for a period of one year (September 1975 through August 1976) Under the auspices of the Ministry of Education, Peng, Iidaka, and Wakaba are currently devising a check list for kinesis development (from 6 months old or younger to 9 months old) They use Sony videotapes to record infants' body movements (two hearing and two deaf babies, for the time being) and then superimpose a time indicator on the screen through the use of Sony's Video Timer so that the movements may have a point of reference *vis-à-vis* time, when each tape is being analyzed Eventually, all movements will be notated by means of a notational system Peng is now developing

I must hasten to add that in this first activity there is an international aspect Dr Walburga von Raffler-Engel of Vanderbilt and Dr Bates Hoffer of Trinity University have agreed to cooperate with the team in Japan, so as to exchange visits, videotapes, ideas, and useful materials for a cross-cultural comparative study of developmental kinesics

The second activity, which started on August 23, ends on October 18, with a total of 28 lectures given by 27 scholars organized by Dr Iidaka, Mrs Wakaba, and Mr Hayaishi of the Tokyo Gakugei University The titles of the lectures, due to space limitation, are omitted here, but the names of the lecturers are as follows August 23 1 Shōzō Muraishi, 2 Masaya Sato, 3 Osamu Nakayama, August 25 4 Kunihiko Imai, 5 Osamu Suzuki, 6 Shinichirō Tanaka, August 26 7 Hiroko Oka, 8 Kazuko Inoue, 9 Yukio Otsu, August 27 10 Hideo Hayaishi, 11 Kazuko Harada, 12 Yoko Wakaba August 28 13 Yōji Nishiyama, 14 Tsuguoki Sudō, 15 Jin Ogawa, August 29 16 Ai Okubo, 17 Yasuko Yoshida, 18 Kyoko Iidaka, August 30 19 Kiyoshi Amano, 20 Sei Nakajima, September 20 21 Reiko Yamada, 22 Kōhei Sumi, September 27 23 Junichi Murai, 24 Junichi Murai, October 4 25 Akiyoshi Nakajima, 26 Fuku Yunoki, October 18 27 Fred C C Peng, 28 Yasuko Nakanishi

3rd International Child Language Symposium

The 3rd International Child Language Symposium met from September 3 to 5 at the School of Oriental and African Studies of the University of London Sponsored by the International Association for the Study of Child Language, the meeting attracted approximately 300 participants The proceedings began with addresses by Sir Cyril Philips, Director of the School of Oriental and African Studies and Vice-Chancellor of the University of London, and Charles Ferguson, President of the International Association for the Study of Child Language These were followed by information on procedures from Walburga von Raffler-Engel, Secretary of the Association, and Natalie Waterson, Chairman of the Organizing Committee of the Symposium The rest of the three-day period was devoted to the presentation of papers The papers were spread across twelve sessions, each session devoted to a general topic of language acquisition Each presentation was limited to ten minutes in order to allow some time for discussion Most speakers were able to attend, and those that could not, in most cases, arranged for someone to read their paper There were also two one-hour in-

The third activity is now scheduled to take place in the summer of 1976, during which time the First ICU Language Sciences Summer Institute will also take place under Peng's direction The Institute will offer courses in sociolinguistics, pedolinguistics, and general linguistics In addition, there will be two symposia, one of which will thus constitute the third activity Plans are now under way to invite a number of foreign scholars to join the staff for the Summer Institute A panel of five will also be set up for the symposium, the panelists will be selected from among the lecturers

It is of importance to conclude then that my report on Child Language Research in Japan serves two purposes, both of which have been fulfilled one, to inform overseas scholars of our activities, and, two, to better coordinate activities within Japan between scholars of varying interests It is hoped that this report marks only the beginning of the readers' interest in Child Language Research in Japan

vited papers, "The neuropsychology of language development, by Tony Buffery (Dept of Psych, Inst of Psychiatry, U London), and "Acoustic patterns and speech acquisition," by Adrian Fourcin (Dept of Phonetics and Ling, London) The general program is provided below

Bilingualism (Chairman Els Oksaar) I Vogel (Stanford) "One system or two—a phonological analysis of a bilingual Roumanian-English child"; S. Felix (U Kiel) "Similarities and differences between first and second language acquisition"; D Natsoopoulos (U Reading) "Greek speaking children, the correlation hypothesis and bilingualism"; B Dubois (New Mexico State U) "Native American child bidialectalism, a case study"

Phonological Development (Chairman Charles Ferguson) D Olmsted (UC-Davis) "Recent developments in the theory of child phonology"; J Gilbert (U British Columbia) "Neurolinguistic aspects of language acquisition: some observations and speculations"; N Waterson (U London) "An
See Symposium—8, Col 1

SYMPOSIUM — from page 7

aspect of phonological development". L. Timm (U California) "A child's acquisition of Russian phonology". M. Bakalla "An account of the phonology of a 2-year-old Saudi child". T. Priestly (U Alberta) "One idiosyncratic strategy in the acquisition of phonology". D. Barton (U London) "The discrimination of minimally different pairs of real words by children aged 2;3 to 2;11. W. Bellin (U Reading) "Welsh children and the analogy with the linguist"

Prespeech (Chairman Margaret Bullowa) H. Truby (Mailman Cntr for Child Dvlp, Miami) "Prenatal speech two definitive extrapolations". P. Tuaycharoen (U London) "The babbling of a Thai baby echoes and responses to the sounds made by adults". R. Stark (Johns Hopkins U) "Development of prespeech skills, the first few months of life". J. Delack (U British Columbia) and P. Fowlow (UBC) "The ontogenesis of differential vocalization development of prosodic contrastivity during the first year of life". P. Ostwald (Langley Porter Neuropsychiatric Inst) "Infant speech and paralinguistic". G. Wells (U Bristol) "Interpersonal communication and the development of language". B. Sylvester-Bradley and C. Trövarthen (U Edinburgh) "'Baby-talk' as an adaptation to the infant's communication". A. Carter (Wright Inst, Berkeley) "The development of systematic vocalization prior to words a case study". E. Bates et al (U Colorado) "Performatives from gesture to the first word". G. Collis (U Strathclyde) "The integration of gaze and vocal behavior in the mother-infant dyad"

Language Spoken to Children (Chairman Catherine Snow) T. Cross (U Melbourne) "Motherese its association with rate of syntactic acquisition in young children". M. Jocić (Institut za lingvistiku, Novi Sad) "Types of adaptation in adult speech when communicating with a child". L. Beheydt (Katholieke Universiteit, Leuven) "Environmental language, language spoken to children, baby talk". N. Ringler (Case Western U) "A longitudinal study of mother's language". L. Cherry and M. Lewis (ETS, Princeton) "Mothers and 2-year-olds: a study of sex-differentiated verbal interactions". A. Dil (San Diego State) "Bangla nursery rhymes a psycho-sociolinguistic approach to the Bengali mind". S. Savić (Institut za lingvistiku, Novi Sad) "How adults speak with a twin pair". J. Bynon (U London) "The derivational processes relating Berber nursery words to their counterparts in normal inter-adult speech". E. Lieven (U Cambridge) "Conversations between mothers and young children, individual differences and their implication for the study of language learning"

Language and Cognition (Chairman, Tatiana Slama-Cazacu) R. Clark (U Edinburgh) "Some even simpler ways to talk".

L. Ferrier (U Bristol) "Dependency and appropriateness in early language development". H. Furchbar-Feider (U Montreal) "Transformations linguistic and logical". D. Ingram (U British Columbia) "Language development during the sensorimotor period". R. Rieber (CUNY) "The role of language and thought in developmental psycholinguistics—an historical overview". E. Rosansky (Harvard) "The critical period for the acquisition of language, some biological and cognitive considerations". M. M. Shields (Inst of Ed, U London) "Cognition and communication in the acquisition of language". C. Sinha and V. Walkerdine (U Bristol) "Conservation—a problem in language, culture, and thought". N. Stemmer (Bar-Ilan U) "Cognitive factors in the early stages of language acquisition"

Child Sociolinguistics (Chairman Susan Ervin-Tripp) T. Myers (U Edinburgh) "The onset of dialogue". B. Woll (U Bristol) "Issa, wanna! Sa?". C. Shugar (Warsaw U) "Text analysis as an approach to the study of early linguistic operations". J. Gumperz and J. Cook-Gumperz (UC-Berkeley) "Context in children's talk". J. Dore (Rochester) "Communicative intentions and pragmatic strategies in language development". A. Sinclair (Geneva) "Communicative competence in young children". H. Grimm (Heidelberg) "Verbalization of intentions and modifications in speech acts as a function of negative feedback loops". A. McCaffery (Research Inst for Ed Problems, Cambridge MA) "Communicative competence how it can be measured and how it can be fostered in young children". R. Bielefeld-Kuschinski (U Stuttgart) "The development of competence and the process of accommodation in child language"

Language Acquisition (Chairman Ragnhild Soderbergh) H. Francis (U Leeds) "Reading and language learning"

Semantic Development (Chairman Nathan Stemmer) M. Bowerman (U Kansas) "The acquisition of word meaning an investigation of some current conflicts". P. Griffiths and M. Aikinson (U York) "A door to verbs". P. Greenfield (UCLA) "Informativeness, presupposition, and semantic choice in single-word utterances". M. Smoczyńska (Jagellonian U) "Semantic analysis of Noun + Noun constructions". M. Steffensen (Australian National U) "Questions and answers: the development of responses to 'Wh-?'". P. French (UCLA) "Verbal and nonverbal qualification in very young children". M. Kieler (Jagellonian U) "The differentiation of the semantic field of words". I. Geodakian (Yerevan, USSR) "Forms of inadequacy manifestation of speech in early childhood". E. Klein (Cambridge) "Theoretical issues in formal semantics and child language"

Syntactic Development (Chairman Richard Cromer). H. Chipman (U Geneva) "De-

velopmental study of the comprehension of the possessive pronouns 'his' and 'hers' in object position". E. Sharpless (CUNY) "Linguistic and cognitive factors in the acquisition of person pronouns". M. Miller (U Frankfurt) "Pragmatic constraints on the linguistic realization of 'semantic intentions' in early child language ('telegraphic speech')". M. Przelaczniakowa (U Krakow) "Ways of expressing relations of conjunction and opposition in preschool age children". W. Kaper (U Amsterdam) "Blackly always has a tail—some observations on apparently superfluous adverbs in child and adult language". J. Wilding (Claire's Court Sch, Berks) "The greatest strategy of all a reappraisal of the young child's command of the passive". B. Derwing (U Alberta) "The role of frequency in the learning of the English plural". A. Schaerlaekens (Academisch Ziekerhuis Sint Rafael, Leuven) "Language development in Dutch-speaking triplets". B. Ingham (U London) "Comparison of verbal categories in child and adult speech in Persian"

Kinesics (Chairman, Walburga von Raffler-Engel) O. Carnica (Ohio State) "Nonverbal concomitants of language input to children". G. Young and P. Wolff (Children's Hospital MC, Boston) "An ethological catalogue of responses in objects in infancy applications to manual specifications". L. Waterhouse and D. Fein (Trenton State Coll) "Patterns of kinesic synchrony in normal and autistic and schizophrenic children"

Linguistic Universals (Chairman Dan Slobin) F. Antinucci and R. Miller (UC-Berkeley) "How young children describe time and order possible universals in the development of tense and aspect". B. MacWhinney (U Denver) and E. Bates (U Colorado) "A cross-sectional study of pragmatic processes". E. Rappe du Cher (U Geneva) "Some remarks on one part of a developmental comparative linguistic study of the operations of deletion and conjunction"

Language Acquisition and the Handicapped Child (Chairman Geoffrey Ivimey) S. Rogers (U Sheffield Poly) "Very early communication in severely subnormal children". P. Grunwell (Sch of Speech Therapy, City of Birmingham Poly) "Phonological development and phonological disability in children". P. Tallal, R. Stark, and B. Curtiss (Johns Hopkins U) "The relation between speech perception impairment and speech production impairment in children with developmental language disorders". L. Singer (Dept of Nat'l Health and Welfare, Canada) "Development of a linguistic screening test for brain-injured children". J. Eisensohn (San Francisco State U) "When is delayed language acquisition childhood aphasia?". D. Morehead (Cal State U-Hayward) "Language deficient children"

Child Language Newsletter

The third *Child Language Newsletter* from the Language Centre at the University of Sheffield, England appeared in July 1975. It contains research reports by the following: D Barnes (U Leeds), M Bullowa (Cambridge MA), T Cox (Univ Coll, Henderfoilan), O Garnica (Ohio State), R Grathoff (Universitat Konstanz), P Griffiths (U York), P Grunwell (U Reading), D Keller-Cohen (U Mich), J Mitchell (City of Birmingham Poly), Project Child Language Syntax, Stockholm, S Savic and M Jocić (Institut za lingvistiku, Novi Sad), G Wells (Bristol). The Newsletter also includes a summary of a seminar held at Birmingham Institute of Education on child language, and a call for papers for the Psychology of Language conference (see LR 18 2, p 13). For more information on the Newsletter write F C Stork, Head, Lang Cntr, U Sheffield, Sheffield, England S10 2TN.

Child Language Data

Recently two separate announcements have appeared regarding the availability of transcripts of the language of young children. The School of Education of the University of Bristol has been conducting a longitudinal study of language development in pre-school children since 1973. There are 64 children being observed at age 15 months as well as 64 others beginning at 39 months. Language sampling takes place at three month intervals. The first transcripts from selected children are now available. They are being sold in 16 units, 8 units of children at 15 months of age and 8 units from the 39-month-old children. Each unit contains 8

transcripts, with 4 boys and 4 girls to represent four different classes of family background. The charge is £1.20 per unit, with a reduced charge of £8.50 for a group of eight. For information write Gordon Wells, U Bristol, Sch of Ed, 19 Berkeley Sq, Bristol, BS8 1HF, England.

The second source concerns data collected from school-age children by the Child Language Survey, a research unit at the University of York. From 1963 to 1973 the project collected language samples from English, French, German, and Spanish school children. The children have been recorded in interviews with adults as well as in conversations with peers. In 1973, the project ended after 60 volumes of transcripts had been collected. These are now available from EP Microform. The publication consists of 105 fiche and costs £50 per set of negative diazo fiche, or £75 per set of positive silver-halide fiche. For information write EP Microform, Bradford Rd, Ardsley, Wakefield, West Yorkshire, WF3 2JN, England.

The editors of the *Child Language Newsletter* have also expressed an interest in beginning a data bank on children's language. Suggestions on how this might be done can be sent to them via Sinclair Rogers, Dept of History and Communication, Sheffield Poly, Pond St, Sheffield, S1 1WB, or Colin Stork, Lang Cntr, U Sheffield, Sheffield, S10 2TN, England.

Book Notices

Learning How to Mean—Explorations in the Development of Language, by M. A. K. Halliday. London, Edward Arnold, 1975. 184

pp. £2.75

The back of this book states the following about its contents: "In this new account of early language learning, Professor Halliday shows how the child acquires 'a linguistic system before he has any words or structures at all. He is capable of expressing a considerable range of meanings which become quite transparent when interpreted in light of the question 'What has the child learnt to do by means of language?' What the child is doing in fact is 'learning how to mean'."

University Park Press has recently announced the following new offerings in the area of language disorders in children.

Distinctive Feature Analysis in Misarticulations, by Leija McReynolds and Deedra Engmann, 1975. 166pp \$9.75

From Syllable to Conversation, by Harris Winitz, 1975. 140 pp \$8.50 (approx.)

Syntactic Abilities in Normal and Dyslexic Children, by Susan Vogel, 1975. 130 pp \$9.50

Pragmatics Microfiche

The Editors of Pragmatics Microfiche, Dept of Ling, U Cambridge, Sidgwick Ave, Cambridge, England have announced that they will be putting out a special issue on pragmatics in child language. They state that the issue will contain at least the following: E Keenan "Again and again the pragmatics of repetition in child language", C Snow "The development of conversation between mothers and babies", K. Reeder "On young children's discrimination of illocutionary force."

MELI—from page 1

which provided two faculty members. Drs. Gamal and Aboul-Feiyouh acted as co-directors, with major responsibility for conducting the Institute. For the first time this year, the Alliance Francaise participated by providing one faculty member. Funding was provided, again as in the past, by the Ford Foundation and U S Department of State.

The Institutes have been of major international importance and have achieved most of their goals of furthering the development of professional linguistics training opportunities in the Middle East and reducing dependence on training resources outside the region. The Institutes have increased communication between Arab philologists and Western linguists, and have provided an increased impetus to sociolinguistic research, particularly to language surveys such as that currently underway in the Sudan. In the three years the Institutes have been held in Cairo, a total of approximately 370 individuals have participated.

A special outgrowth of this year's Institute. See MELI—16, Col 1



The students and faculty of the Third Middle East Linguistic Institute

Chicano Organization Seeking New Members

The National Council for Chicano Sociolinguistic Research (NCCSR) is a new organization established to promote sociolinguistic research of benefit to the Chicano population and to encourage the dissemination and application of such research in all areas and disciplines relating to the educational needs of the Chicano. The Council was formed as a result of the 1st National Exploratory Conference on Chicano Sociolinguistics, held in November 1974 in Las Cruces NM.

The Council sees an urgent need to begin serious discussion of sociolinguistic issues affecting the Chicano community among scholars and community laymen interested in exerting an influence on language policies currently being formulated. As funds become available, it intends to disseminate a Newsletter informing members of upcoming meetings, publications which are accepting papers or articles, and other topics of interest to those in the field of Chicano sociolinguistics.

Membership in the Council is open to anyone interested in the study of the use of language(s) in the Chicano community, including professionals, paraprofessionals, students, and Chicano community laymen. Annual dues are as follows: contributing members—\$40.00, institutions—\$25.00, professional members—\$15.00, paraprofessionals and student members—\$5.00. Send dues to Rosaura Sánchez, Chairperson, NCCSR, Third Coll., U Cal-San Diego, La Jolla CA 92093.

Further information on the Council can also be obtained from Gilbert Garcia, Domestic Progs. CAL, 1611 N Kent St., Arlington VA 22209.

ROUNDTABLE—from page 3

To foster communication and coordination among government agencies on foreign language training and research matters.

To provide a forum within the Government for the exchange of information of a substantive, administrative or managerial nature pertaining to foreign language instruction and related research, and to provide linkage with the larger language community.

To provide a mechanism for study groups, subcommittees or task forces to examine questions of foreign language interest to some or all of the participants of the Roundtable and develop appropriate programs.

Only the third goal represents a real change from the past, but it is a significant change

Organizationally it resulted in the formation of five sub-groups to work on problems of common concern:

- A Management Committee to take up questions of language training policy and the management of resources.

- A Research Committee to look into new methods of instruction and encourage research in the government community on the nature of language learning.

- A Materials Development Committee to prevent duplication of effort in materials writing and explore the possibility of "common core" courses for the community.

- A Testing Committee to examine the problems of testing proficiency in foreign languages, and

- An Information Committee to identify and gather information on language training programs outside of government.

These committees have already pulled the community closer together and provided the basis for a concerted effort to improve the state of the art. Particularly in the case of the Research, Testing, and Materials Committees the potential for innovation and progress is great.

Of particular interest during the first year of the Testing Committee's life was an International Symposium on Language Testing, which was sponsored in conjunction with the Georgetown Roundtable in March 1974. Over 250 people—representing seven different countries—heard some of the foremost scholars in the field address themselves to the problem of testing proficiency in foreign languages. It is a problem of intense interest to the government community, since assignments to overseas posts—and even awards for achievement of language skills—may be based on the results of a proficiency test. It is a problem of increasing interest to the academic community as well, since a proficiency test is a reliable measure of the effectiveness of a language course. The symposium was the first attempt of the Testing Committee to make its presence felt in the world outside the Roundtable community, and it revealed an important fact: since much of the work on this facet of the language teaching process has been done by government linguists, the Roundtable membership had a great deal of information to share. It was a significant event for the profession as a whole. The results of the Symposium were published by the Center for Applied Linguistics.²

As for the Research Committee, its purpose is to focus the community's resources on research areas of greatest common interest. Though it does not control funds to sponsor or carry on research itself, the committee is charged with keeping abreast with new developments in the field and with

²Testing Language Proficiency, edited by Randall L. Jones and Bernard Spolsky, Arlington Va. Center for Applied Linguistics 1975.

identifying projects to which the community should give its attention. It has already considered the methodological offerings of Lozanov ("Suggestology"), Gallego ("The Silent Way"), and Curran ("Community Language Learning"), and reviewed a videotaped Spanish course developed at American University. It has developed a list of subjects for research which demonstrates a broad and varied interest in the problem of second-language acquisition. The list includes such fundamental issues as the relationship between listening and production skills in learning foreign languages, the role of reading in an aural-oral course, and the relative effectiveness of full-time (six hours daily) versus part-time language training.

To date, the Materials Development Committee has been concerned above all with establishing mechanisms to prevent duplication of effort in the production of new language materials. It has compiled an inventory of all materials currently being developed or considered by the various members of the community, as well as a list of future needs. And, of potentially greater interest, it has turned its attention to the question of possible new formats for future materials. Prompted by the need for materials flexible enough to meet the requirements of all users—both inside and outside of government—the Committee has been asked to outline a new type of language course, a "core curriculum" which might possibly serve as a model for materials development throughout the community. One cannot help but be reminded that a similar challenge, put to the American Council of Learned Societies in the early 1940s, resulted in a curriculum design that spawned the audio-lingual movement. The goals in this case are far more modest, and there is no expectation that the result will be a new version of the 1940s format, a prescriptive mold into which all new course development will be squeezed. Still, the work will be followed with interest by course writers both inside and outside government.

As it works on the parameters of its model, the Committee is simultaneously overseeing the production of a course which could in fact become the model. Five federal agencies—plus the Canadian government—have contributed funds and talent to the development of a new course in Chinese³ which, to all appearances, will be a marked departure from the style and format of materials now in use. It is an innovative course, modular in design, and synthesizing much of what has been advocated in the professional literature of the past ten years. It relies heavily on programmed instruction for the input of new material, leans away from habit-formation, to stress

See Roundtable—14, Col 3

³To be titled *Standard Chinese: A Modular Approach*.

news briefs

Winfred P. Lehman, Ashbel Smith Professor of Linguistics and Germanic Languages at U Texas-Austin, has been elected a Foreign Member of the Royal Danish Academy of Sciences and Letters. Dr Lehmann is an internationally known linguistics scholar and has served as president of the Linguistic Society of America and as chairman of the Board of Trustees and the Executive Committee of the Center for Applied Linguistics. Last fall Dr Lehmann headed the delegation of U.S. linguists to the People's Republic of China (see LR 167 and 173), and he was the recipient of the Brothers Grimm Prize earlier this year.

The Alaska Native Language Center has published a 1 x 1.3 m full color map of Alaska and adjacent areas showing the distribution and linguistic relationships of native peoples of the region. A textual tabular inset gives information on population and status of the language for each group. The map, entitled *Native Peoples and Languages of Alaska*, is available for \$4.10 (including postage) from Alaska Native Lang. Cntr., U Alaska, Fairbanks AK 99701.

Language as a barrier to communication is an important concern of various agencies preparing for the influx of foreign visitors expected during America's Bicentennial celebration. Concern in this regard has been expressed by officials of several Washington area hospitals as well as by Joseph Yeldell, director of the District's Department of Human Resources. To meet the anticipated need, the International Visitors Service Council, a privately financed organization, plans to provide translation services upon request. Bilingual volunteers in the major languages are also being sought by the Language Bank of the American Association of University Women. The bank is designed to be of use to hospitals, airports, train and bus stations, schools, hotels and other institutions faced with communication problems with non-English speakers.

A linguistic map of the Austronesian languages of Melanesia has been devised by Peter C. Lincoln (U Hawaii). Dr Lincoln's map covers all of the over 500 named varieties of languages related to Malay and Polynesian, with the approximate position of each plotted on a mercator projection of approximate scale 1:4,000,000 from Vogelkop to New Caledonia. The map also includes an index to language names, bibliographic coding, some of the alternate names, and a bibliography of sources used. Copies are available at a cost of \$1.00 each (\$1.50 airmail) from Dept. of Ling., U Hawaii, 1890 East-West Rd., Honolulu HI 96822.

meetings and conferences

- *November 28-29 Philological Association of the Pacific Coast, San Jose CA (Write R. S. Meyerstein, Dept. of Foreign Languages and Literatures, Cal State U Northridge, CA 91324)
- December 1-6 Conference on Asian Languages, 3rd, Jakarta, Indonesia
- December 2-4 Conference on American Indian Languages, 14th, San Francisco CA
- December 3-6 American Anthropological Association, 74th, San Francisco CA
- December 9-13 International Conference on Linguistics in Central and Southern Africa, Salisbury, Rhodesia
- December 13 Association for Literary and Linguistic Computing, 2nd, Amsterdam, The Netherlands
- December 18-29 Modern Language Association, 90th, San Francisco CA
- December 28-31 International Congress of the Fédération Internationale des Professeurs de Français (FIPF), New Orleans LA
- December 27-29 American Association of Teachers of Slavic and E. European Languages, Chicago IL
- December 27-29 American Dialect Society, San Francisco CA
- December 27-29 Speech Communication Association, Houston TX
- December 27-30 American Association of Teachers of French, New Orleans LA
- December 28-29 American Name Society, San Francisco CA
- *December 28-30 International Association of Teachers of English as a Foreign Language and Association des Professeurs de Langues Vivantes, St. Malo, France
- 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

1976

- January 18-17 Conference on the Sociology of the Languages of American Women, Las Cruces NM
- January 19-23 International Conference on Historical Linguistics, 2nd, Tucson AZ
- January 22-24 Conference on College English and the Mexican-American, El Paso TX
- January 27-31 Vico and Contemporary Thought, New York NY
- *January 30-31 Michigan Conference on Applied Linguistics, 7th, Ann Arbor MI (Write H. Douglas Brown, ELI, U Michigan, Ann Arbor MI 48104) (Topic: Non-verbal communication)
- February 18-24 American Association for the Advancement of Science, 142nd, Boston MA
- *February 19-20 Conference on Medieval Grammar, Davis CA (Write James J. Murphy, Dept. of Rhetoric, U Cal-Davis, Davis CA 95616)
- March 3-6 Convention of Teachers of English to Speakers of Other Languages, 10th, New York NY
- *March 14-15 North American Conference on Afroasiatic Linguistics, 4th, and American Oriental Society, Philadelphia PA (See LR 183, p. 14)
- March 21-24 Association for Asian Studies, Washington DC
- March 21-24 Association of Teachers of Japanese, Washington DC
- March 25-27 Conference on Composition and Communication, Philadelphia PA
- March 25-27 Northeast Conference on the Teaching of Foreign Languages, New York NY
- April 3-5 Annual Meeting of the Linguistics Association of Great Britain, Edinburgh, Scotland
- April 4-9 Council for Exceptional Children, 54th, Chicago IL
- April 5-9 International Conference of Nordic and General Linguistics, 3rd, Austin TX
- April 8-9 Acoustical Society of America, Washington DC
- April 9-10 College English Association, Cincinnati OH
- April 11-16 Association for Childhood Education International, Salt Lake City UT
- *April 15 (Deadline for abstracts for LSA Summer Meeting)
- April 19-23 American Educational Research Association, Las Vegas NV
- *April 20-24 Congress of the International Association for the Study of Italian Language and Literature, 9th, Palermo, Italy (Write Robert J. Clements, AISLI, Rm 701, Main Bldg, New York U, Washington Sq., New York NY 10003)
- *April 22-24 University of Kentucky Foreign Language Conference, Lexington KY (See LR 183, p. 14)
- April 22-24 Central States Conference on the Teaching of Foreign Languages, Detroit MI
- April 22-24 Southwest Areal Language and Linguistics Workshop, 5th, San Antonio TX
- April 22-25 Chicago Linguistic Society, Chicago IL
- April 23-25 Conference on African Linguistics, 7th, Gainesville FL
- *May 6-8 Conference on Perspectives on Language, Louisville KY (See LR 183, p. 14)
- June 21-28 Conference on the Psychology of Language, Stirling, Scotland
- June 28-July 2 International Conference on Computational Linguistics, Ottawa, Ont., Canada
- *July 28-31 Philippine-American Communication Conference, 1st, Manila, The Philippines (See LR 183, p. 14)
- August 17-19 World Congress of the International Reading Association, 6th, Singapore
- August 28-31 World Congress of Phoneticians, 3rd, Tokyo, Japan
- *August 28-30 European Linguistics Society, Salzburg, Austria (Write G. Drachman, Institut für Sprachwissenschaft der Universität, Imbergstrasse 2/III, A-5020 Salzburg, Austria)
- September 1-4 International Phonology Meeting, 3rd, Vienna, Austria

1977

- March 28-31 Annual Meeting of the Linguistics Association of Great Britain, Birmingham, England
- *Indicates first listing for conference. Full details on all other items in the above list will be found in LR 181 (September 1975)

NEW JOURNALS—from page 5

issue: August 1975 Editor: John G Bordie
All correspondence to Ling Ass'n of the
Southwest, FL Ed Cntr, U Texas-Austin,
Austin TX 78712

The main purpose of this journal is to provide a forum for exchange of information concerning the characteristics of languages and language usage in the Southwest, including attitudes towards the use of Chicano English, of Spanish of the Southwest, and of the various other forms of speech used in the area. The primary emphasis is expected to be on empirical rather than theoretical studies. Articles contained in the first issue include "Notes on a Diachronic View of the Development of Sociolinguistic Practice and Theory in the American Southwest," by Jacob Ornstein (U Texas-El Paso, emeritus), "Language Maintenance and Language Shift Among Mexican American College Students," by Yolanda R Sole (U Texas-Austin), "Child Awareness of Sex Role Distinctions in Language Use," by Marie A Garcia-Zamor (World Bank), "Subjective Reactions of Ozarkers to Their Own English and the English of Other Americans," by Gary N Underwood (U Texas-Austin).

Osmania Papers in Linguistics. Published by the Department of Linguistics, Osmania University Approx 2 per year First issue February 1975. Editor H.S Ananthanarayana Subscription \$1.50 per issue All correspondence to Editor, OPL, c/o Dept of Ling, Osmania U, Hyderabad 500007, India

Contains research papers submitted by the staff and students, with occasional invited articles by linguists outside the University. The first issue deals with such topics as verbs of recognition in Telugu, Dravidian evidence for abstract phonology, the semantics of particles in Indian languages, dialect description, and generative phonology. Book reviews are occasionally included.

CAL—from page 1

erials published in several forms for wide dissemination to a variety of audiences

The Steering Committee for the project includes Mario Anglada (ASPIRA), Will Antell (State Dept of Ed, Minn), Joaquin Avila (MALDEF, San Francisco), Arnold Leibowitz (Attorney, Washington DC), Roger W Shuy (CAL), Rudolph C Troike (CAL), Ling-Chi Wang (Dept of Asian American Studies, U CAL-Berkeley). In addition, several other specialists in bilingual education and representatives of several concerned agencies have been asked to participate as observers. For further information contact Leann Parker, Proj Coord, CAL, 1611 N Kent St, Arlington VA 22209

NDEA TITLE VI AWARDS ANNOUNCED

Thirty-one contracts were negotiated by the Institute for International Studies, U.S. Office of Education during fiscal year 1975 in support of 21 new projects designed to improve instruction in modern foreign languages and area studies in the three general categories authorized by Title VI, Section 602 of the National Defense Education Act: surveys and studies, research and experimentation, and the development of specialized text materials. Total funds committed by these contracts were \$640,476. Ten additional contracts were negotiated to supplement ongoing projects. Funds committed by these contracts totaled \$217,270.

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

STUDIES AND SURVEYS

Small Business Administration/Lawrence Johnson & Associates, Washington DC Lawrence B Johnson A national conference to determine priority needs for specialized foreign language materials Sept 24, 1974-Nov 15, 1974 \$23,047

Center for Applied Linguistics, Arlington VA David DeCamp Updating a survey of neglected languages materials and editing/preparation of final report of conference on uncommonly-taught languages May 15, 1975-May 14, 1976 \$41,317

Modern Language Association, New York NY Richard I Brod Study of the role of foreign languages in the curriculum of junior and community colleges in the United States June 30, 1975-June 29, 1976 \$49,348

Middle East Studies Association of North America, New York NY Farhat Ziadah. The evaluation of the treatment of Egypt in American primary and secondary school literature June 15, 1975-June 14, 1976 \$14,803

International Studies Association, Pittsburgh PA Zdenek J Slouka Evaluation criteria for internationally oriented teaching programs in secondary schools (phase I) June 30, 1975-June 29, 1976 \$36,274

American Association of State Colleges and Universities, Washington DC Audrey W Gray International education studies assessment in the state colleges and universities (phase I) June 25, 1975-Nov 10, 1975 \$10,650

North Carolina Department of Public Instruction, Raleigh NC Betty M Bullard Education for international/intercultural understanding in elementary and secondary schools A research project of the United States-Japanese interaction (phase I) June 25, 1975-Dec 24, 1975. \$31,958

Charles County Community College, La Plata MD. Horace H Smith. Comprehensive survey of international projects in progress or being planned at public community colleges and private two-year colleges in the United States June 30, 1975-April 30, 1976. \$37,819

LANGUAGE STUDY MATERIALS

University of Michigan, Ann Arbor MI Ernest N McCarus Revision of textbook in elementary Modern Standard Arabic May 25, 1975-Dec 31, 1975 \$41,925.

University of Michigan, Ann Arbor MI Ernest T. Abdel Massih A comprehensive study of Egyptian Arabic (phase I) June 25, 1975-Aug 31, 1976 \$28,089

University of Michigan, Ann Arbor MI Trevor J. LeGassick. Reading in modern Arabic expository prose June 1, 1975-Dec 31, 1975 \$9,923.

University of Wisconsin, Madison WI Manindra K Verma. Preparation of intermediate level Nepali language instructional packet. June 1, 1975-Aug 31, 1976 \$46,132

University of Chicago, Chicago IL James M Lindholm A basic pedagogical reader for Tamil June 15, 1975-June 14, 1976. \$34,258

University of Pennsylvania, Philadelphia PA David W McAlpin A core vocabulary for Tamil. June 25, 1975-Aug 31, 1976 \$8,714

University of Hawaii, Honolulu HI Soenjo-no Dardjowidjojo. An advanced Indonesian reader June 1, 1975-Feb 28, 1977 \$18,766

University of Kansas, Lawrence KS. Wallace S Johnson Preparation of four advanced readers in the Chinese language June 1, 1975 June 30, 1977 \$43,142

Stanford University, Stanford CA Victor H. Li Chinese language teaching materials for science and technology June 30, 1975-March 31, 1977 \$45,708

Indiana University Foundation, Bloomington IN Charles S Bird An intermediate Bambara-Maninka course and student dictionary June 1, 1975-Aug 31, 1975 \$30,438

Board of Trustees, Southern Illinois University, Carbondale IL James E Redden A descriptive grammar of Ewondo June 15, 1975-Sept 14, 1976 \$35,223

Harvard University, Cambridge MA Robert W Thompson Modern Western Armenian textbook June 1, 1975-Dec 31, 1976 \$19,604.

AREA STUDY MATERIALS

Woodrow Wilson International Center for Scholars, Washington DC. Frederick Starr Inventory of manuscripts on Russia in American archives June 16, 1975-June 15, 1976 \$33,440

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.

U California-Santa Barbara is considering the establishment of an interdisciplinary program in Language and Society at the undergraduate and graduate levels. Several appointments are anticipated with disciplinary emphases in anthropology, linguistics, sociology (specifically fine-structure analysis of verbal interaction) and speech. Extensive research and teaching experience and ability to supervise graduate students are required. Send current vita by January 1, 1976 to one of the following (as appropriate): Thomas G. Harding, Dept. of Anthro, Arthur Schwartz, Ling. Prog., Don H. Zimmerman, Dept. of Sociology, Sanford E. Garber, Dept. of Speech, U Cal-Santa Barbara, Santa Barbara, CA 93106.

Stanford has a vacancy for a research associate position to run through August 1976 with possibility of renewal. Duties: Assistant Director for Program V on Linguistic Pluralism to supervise and do research work connected with the Spanish portion of this project. Will be in charge of this unit and is expected to lead in the development of instruments measuring skills needed to teach bilingual children. Will conduct workshops and conferences introducing above instruments to teaching personnel. Will co-ordinate research be-

ing done with other research sites. Qualifications: Fluent knowledge of Spanish both written and oral, training in English as a second language, linguistics of English and Spanish, knowledge of North American varieties of Spanish, desirable prior research in this field, prior teaching helpful. Doctoral degree required. Interested candidates should submit a detailed resume, including salary history, to Stanford U Personnel and Employee Relations, Attn: Maria Schneider, Stanford, CA 94305.

The Dept. of Ling. at U Mass-Amherst expects to have 2 openings for positions in theoretical linguistics starting with the 1976-77 academic year. Applicants must submit vita, 3 letters of recommendation, and examples of published work, work in progress or working papers. Interviews for the position will be conducted during the Winter Meeting of the Linguistic Society of America. For further information write: Samuel Jay Keyser, Head, Dept. of Ling., South Coll., U Mass-Amherst, MA 01002.

The Ling. Dept. at U Ottawa has openings for two assistant or associate professors—one to direct the Linguistics Documentation Centre and work closely with the reference section of the general library; the other to serve as a one-year sabbatical replacement. PhD and bilingualism in English and French required. Knowledge of documentation or computational linguistics an asset for director of the Centre; for the other post, experience in either sociolinguistics, the languages of Canada (especially Canadian French), theoretical syntax or applied linguistics essential. Write: DC Walker, Dept. of Ling., U Ottawa, Ottawa, Ont. K1N 6N5, Canada.

U South Africa has an opening for a lecturer/senior lecturer in linguistics with a solid back-

ground in general theoretical linguistics. Applications will be accepted until March 31, 1976. For application forms and further information write: F. Ponelis Chmn., Dept. of Ling., U South Africa, PO Box 382, Pretoria 0001, Rep. of South Africa.

Elbert Covell Coll. will have a temporary opening for an assistant professor starting February 1976. Duties will include teaching beginning-to-advanced ESL courses for Spanish-speaking students and a possible course in ESL teacher training. Salary negotiable, with preference for range of \$11,500-\$13,500 (assistant professor rank). Position is renewable on a semester-by-semester basis. Qualifications desired: PhD with specialization in ESL (including studies in linguistics and/or Spanish), substantial experience in Latin America, experience in college-level teaching. Write: Gaylon L. Caldwell, Provost, Elbert Covell Coll., U Pacific, Stockton, CA 95211.

Stentram Systems, Inc. is seeking a linguist with a strong background in English structure, machine translation and/or lexicography. New computer/linguistic operation BA/MA required, salary negotiable. Deadline: November 28, 1975. Write: Stentram Systems, Inc., 380 Maple Ave. W., Vienna, VA 22180, Attn: Michael E. LaBorde.

Montclair State Coll. will have a vacancy for a specialist in bilingual/bicultural education starting February 1, 1976. Appointment will be at the assistant professor level. Qualifications: PhD, experience in teaching courses in testing and evaluation, materials preparation and curriculum design, contrastive analysis and TESOL. Classroom experience and bilingualism in English and Spanish preferred. Apply by December 28, 1975 to Robert I. Miller, Box 1974, Montclair State Coll., Upper Montclair, NJ 07043.

book notices

The Context of Foreign Language Teaching, by Leon A. Jakobovits and Barbara Gordon Rowley. Mass.: Newbury House, 1974. 286 pp. \$12.95 cloth, \$7.95 paper.

This is a book written for the FL teacher who is dissatisfied with the present curriculum and classroom structure. The authors review criticisms of FL classrooms, methodologies and objectives. They then introduce and expand on the notion of teaching "transactional" or "communicative" competence. Thus they suggest that rather than teaching a course whose objective is to develop listening comprehension, the teacher might offer mini-courses in "How to read a French magazine," "Conversations in public places," or "Telephone conversations." A general strategy for implementing a program with these objectives is outlined for the teacher. The authors then suggest the need for FL teachers to join Encounter/Transaction workshops which are designed to train teachers to use self-analysis and observational techniques for the analysis of classroom interactions between teacher and pupil (one of the authors, BG, runs such workshops). Finally, the ethnomethodological perspective (as developed by Garfinkel, Sacks,

Schegloff) is outlined to give the FL teacher some notion of ways to analyze and understand transactions.

Language, Culture, and Society: A Book of Readings, compiled by Ben G. Blount. Cambridge, Mass.: Winthrop Publishers, 1974. ix + 372 pp. \$5.95.

Blount has assembled a selection of classic articles on language and society, arranged them in groups according to subject matter and date, and prefaced each group with a detailed account of the contribution of the articles to the development of sociolinguistics. The anthology—as a collection of classic articles—has obvious value in the classroom, especially as so much attention has been given to the placement of the articles in their historical context. The articles themselves constitute some of the best reading in linguistics; the authors include many of our elder statesmen like Boaz Sapir, Bloomfield, and Mead, and many of the ideas presented in the articles for the first time are now universally recognized as basic tenets of linguistics.

Foreign Language Study, Perspective and Prospect, by Roger A. Pillet. Chicago: The University Press, 1974. 194 pp. \$6.95.

Pillet in this book attempts to trace the recent history of FL teaching in the United States and to

chart its future course. The first half of the study highlights the tremendous activity of the NDEA years, giving many references for those who might want to do further reading. FLES is singled out for especially detailed treatment. Short discussions are included on the impact of linguistics, psychology, and educational technology on the teaching of languages. The first half of the work closes with Pillet tracing briefly the change in educational climate which coincided with the recent decline in foreign language interest. The second half of the work begins with an outline of a modular approach to instruction which stems from a belief that the student (should) become the basis for organizing instruction. After a discussion of individualized instruction, Pillet reflects on contributions which would be desirable from the fields of psychology, linguistics, and educational technology, and suggests some areas in which research in language learning might be carried out. The book concludes with Pillet's recommendation to the professional organization and to individual teachers for a brighter future. Appendices include: Topics of Annual Reports of the Northeast Conference, 1954-1972; Topics treated in Annual Reports of the FLES Committee of the AATF, 1961-1972; Tables of Contents of the ACTFL Reviews of Foreign Language Education, 1968-1972. A 20-page language teaching bibliography is included.

See Book Notices—16, Col. 3

conferences, workshops, seminars

The International/Annual General Meeting of the Association for Literary and Linguistic Computing will be held December 13, 1975 at U Amsterdam. Topics provisionally scheduled for discussion include computer-controlled sampling for bi-language dictionary compilation, lexicographical computing, and recognition of finite verbs in French texts. For further information contact J M Smith, 6 Sevenoaks Ave, Heaton Moor, Stockport, Cheshire SK4 4AW, England.

The North American Conference on Afroasiatic Linguistics (formerly the North American Conference on Semitic Linguistics) will hold its 4th annual meeting March 14-15, 1976 in Philadelphia, Pennsylvania. The meeting will be held in conjunction with the American Oriental Society. Inquiries and abstracts (January 31, 1976 deadline) should be sent to Richard Steiner, Bernard Revel Grad Sch, Yeshiva U, 500 W 185th St, New York NY 10033.

The University of Kentucky Foreign Language Conference will be held April 22-24, 1976 in Lexington, Kentucky. Sections currently scheduled: Classical Languages, Comparative Literature, French, German, Italian, Linguistics, Medieval Studies, Portuguese and Brazilian, Slavic, and Spanish. Special symposia on Detlev von Lilienskrone, Benito Pérez Galdós, and Seventeenth Century French Drama. Problems and Perspectives will be featured. For further information contact Theodore Mueller, Dir, FL Conference, U Kentucky, Lexington KY 40506.

The Interdisciplinary Program in Linguistics at U Louisville will sponsor a **Conference on Perspectives on Language**, to be held May 6-8, 1976. Keynote speaker will be John Molina (Dir, Div of Bilingual Ed, USOE). Papers are now being solicited in the following areas: psycholinguistics and reading, second language training, language and the deaf, sign language, computational linguistics, bilingual education, interlinguistics, language change, developmental kinesics, semiotics, language and literature, lexicography, applied linguistics, functional phonology, speech and psychiatry, anthropological linguistics, psycholinguistics, sociolinguistics, and cognitive linguistics. Submit abstracts by December 15, 1975 to Robert St Clair, Conference Chmn, Interdisciplinary Prog in Ling, U Louisville, Louisville KY 40208.

The 1st Philippine-American Communication Conference will be held July 26-31, 1976 in Manila. The objectives of the con-

ference are (1) to enable American and Philippine scholars to exchange information about approaches to, current status of, and dimensions of research, instruction, and other professional activities in communication and related fields, (2) to provide experiences with communication problems in an intercultural context and to obtain insights on how to resolve them, and (3) to explore possibilities for collaborative research and exchange between U S and Philippine communication scholars. Papers are being invited, with abstracts due by February 1, 1976. For further information write Nobleza C Asuncion-Landé, Speech Communications and Human Relations, U Kansas, Lawrence KS 66044.

New Publications in CAL-ERIC Series on Languages and Linguistics

The following ERIC information analysis documents relating to applied and theoretical linguistics, TESOL, and bilingual/bicultural education have recently been published by the ERIC Clearinghouse on Languages and Linguistics (CAL-ERIC/CLL) in its new series, *CAL-ERIC/CLL Series on Languages and Linguistics*. Those products followed by ED numbers have already been announced and abstracted in *Resources in Education (RIE)*. They are available in microfiche or hard (paper) copy from the ERIC Document Reproduction Service, PO Box 190, Arlington VA 22210. Prices and ordering information are specified under each ED entry in *RIE*. Products not followed by ED numbers will be announced soon in *RIE*.

These documents may also be read on microfiche at one of the ERIC microfiche collections, located at all ERIC clearinghouses and in the education libraries of many colleges, universities, and school systems. A list of ERIC collections is available from User Services, ERIC Clearinghouse on Languages and Linguistics, Center for Applied Linguistics, 1611 North Kent St, Arlington VA 22209. A limited number of documents no. 5, 19, 20, 21, 22, 24, 26, and 27 may also be obtained free of charge from User Services.

2 *A Selected Bibliography on Bilingual/Bicultural Education* James W. Ney and Donella K Eberle ED 098 813.

3 *A Selected Bibliography on Language Teaching and Learning* Sophia A Behrens and Kathleen McLane ED 100 189.

5 *Working Papers in Linguistics* Tim

Shopen ED 102 877

6 *A Selected Bibliography on Mexican American and Native American Bilingual Education in the Southwest* Stephen Cahir, Brad Jeffries, and Rosa Montes ED 103 148. CAL price \$5.00

9 *ERIC Documents on Foreign Language Teaching and Linguistics List Number 13* Peter A Eddy ED 104 162.

13 *Research with Cloze Procedure in Measuring the Proficiency of Non-Native Speakers of English An Annotated Bibliography* John W Oller, Jr ED 104 154

18. *ERIC Materials Relating to Vietnamese and English* Jennifer DeCamp ED 102 882

19. *A Selected List of Instructional Materials for English as a Second Language Elementary Level* Maybelle D Marckwardt ED 105 753

20 *A Selected List of Instructional Materials for English as a Second Language Secondary Level* Maybelle D Marckwardt ED 105 754

21 *A Selected Bibliography on Language Learners' Systems and Error Analysis* Albert Valdman and Joel Walz ED 105 772

22 *A Selected Bibliography on Language Input to Young Children* Elaine S. Andersen ED 104 177

24 *A Selected ERIC Bibliography on Recent Dialect Studies* Penelope O Pickett

25 *A Selected ERIC Bibliography on Teaching English as a Second Language to the Illiterate* Grace Joseph, Kathleen McLane, and Laurel Taylor ED 105 779

26 *Comparative Studies in Second Language Learning* Judy Wagner-Cough. ED 107 157

27 *A Selected List of Instructional Materials for English as a Second Language College Level* Robert P Fox ED 107 158

ROUNDTABLE—from page 10

communicative activities, and consciously incorporates features that will permit individualized instruction. The project marks the first time in 30 years that the government language schools have joined forces to produce a course that reaches beyond the specific needs of any one of them, and it could have significant implications for materials development in the future.

The Committees, then, have become the cutting edge of the Interagency Language Roundtable's new activism, and with increased interagency cooperation, creative juices have begun to flow. If the process continues—particularly in a time when university language programs are being curtailed—it is easy to imagine a greater national leadership role for the Roundtable. Given the resources at its disposal and the will to use them collectively, there is much it can do to effect the future of language teaching in the federal government—and possibly in the language teaching profession as a whole.

MEL—from page 9

tute is a continuing workshop focusing on English for Special Purposes—specifically the teaching of English to students of engineering, science, medicine, political science, and business administration in universities throughout the Middle East

Other significant effects of this and previous Institutes include the establishment of a Linguistic Circle with monthly meetings, the development of a Department of Linguistics and Phonetics at the University of Alexandria, and the substantial expansion of linguistics programs at Ain Shams and Al-Azhar. Additionally, the linguistic holdings of university and other organizational libraries in Cairo have been greatly augmented, and a new Linguistic Institute Library has been established. The number of students studying linguistics and language teaching in institutions in Egypt has increased several fold, and several new faculty research projects have been launched.

In keeping with the original plans, the Institute will rotate next year to another country in the region. An announcement of the location and other arrangements will appear in a future issue of the LR.

BOOK NOTICES—from page 13

Contemporary Issues in Cognitive Psychology: The Loyola Symposium, edited by Robert L. Solso. Washington, D.C., V. H. Winston and Sons, 1973. xi, 348 pp. \$12.85. (Distributed by Holted Press, 605 3rd Ave., New York NY 10016.)

This volume is a set of papers presented in 1972 and is the first of three volumes in a series. While the papers are relatively heavy going for a novice in the area, they do represent some major areas of work which are relevant to linguists. In particular, the papers by Donald Norman ("Memory, Knowledge, and the Answering of Questions"), James Greeno ("The Structure of Memory and the Process of Solving Problems"), and Michael Posner ("Cognition: Natural and Artificial") give a good indication of how cognitive psychologists view the representation of semantic information in the mind.

Of more general interest are several papers dealing with applications of cognitive theory to phenomena in other areas of psychology: schizophrenia, delay of gratification, and moral development. Two integrative chapters, by Posner and Lyle Bourne, help to place the more highly focused papers in perspective for the non-specialist. Finally, extensive discussions among the participants have been reprinted with the papers. They allow the reader to obtain the flavor of the more informal give and take among the participants, and they contrast sharply with the rela-

tively formal presentation of the material in the papers.

Language and Its Structure: Some Fundamental Linguistic Concepts, by Ronald W. Langacker. 2nd edition. New York: Harcourt Brace Jovanovich, 1973. \$5.30.

The second edition of Langacker's introductory linguistics text has not been changed much in format: three chapters of basics, then one chapter each on the organization of grammar, syntax, phonology, language change, genetic relationships, and universals. The discussions in each chapter, which are of necessity superficial, have been improved by the inclusion of notes for study and discussion; these notes contain enough bibliography that the interested student can forge ahead on his own. The book is a safe, sound introduction to generative linguistics.

NOTICE

In order to more efficiently serve your needs, CAL now accepts only prepaid orders. The Center regrets any inconvenience this action may cause.

The Linguistic Reporter

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

nonprofit organization
U S POSTAGE
PAID
WASHINGTON, D C
PERMIT NO 41429

a newsletter in applied linguistics

The Linguistic REPORTER

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

1975 LSA MEETING

The Linguistic Society of America will convene its 1975 Annual Meeting in San Francisco at the Hyatt-Regency hotel December 27-30, 1975. Two special features of this year's meeting are Symposia on Bilingual Education (December 27 and 28) and Experimental Linguistics (December 29). One aim of the bilingual symposium will be to help the field of linguistics direct its future research more closely to some of the urgent problems affecting bilingual education. The symposium on experimental linguistics will bring together a collection of papers concerned with the process by which linguists and other language scientists accumulate reliable, researcher-independent language facts for the purpose of testing linguistic theories.

The following is a complete list of program topics by day December 28. [Morning] Bilingual Symposium; Stylistics; Phonology-Phonetics; Syntax I; Metatheory; Indo-European I. [Afternoon] Bilingual Symposium; Psycholinguistics-Language Acquisition; Semantics I; Syntax II; Indo-European II; Native American Languages I; December 29: [Morning] Syntax III, Psycholinguistics-Neurolinguistics; Bilingualism, History of Linguistics; Phonology-Romance; Sociolinguistics-Discourse. [Afternoon] Neurolinguistics & Sign Language Studies; Phonology, Syntax-Semantics I; Semantics II; Historical Syntax; Native American Languages II December 30. [Afternoon] Syntax-Semantics; Experimental Phonetics; Syntax IV; Historical Linguistics; Language Pedagogy

The Modern Language Association will also be meeting in San Francisco simultaneously.

Featured Inside . . .

Book Notices	9
Linguists Wanted	7
Meetings & Conferences	4-5, 8
New Journals	9
News Briefs	4
View from the Center	2

Spain Legalizes Regional Languages

Spanish King Juan Carlos de Borbon legalized regional languages November 15, 1975. The decree gives Basques, Catalans, Galicians, Valencians and others (about one-third of the Spanish population) the right to speak and write their native tongues for the first time since the end of the Spanish Civil War.

Although Castilian remains the official language, the act means that these languages can be used in official or cultural acts, taught in public schools, and used at public events. It is expected to bring forth regional publications and folk music and literature which, for rural Spaniards, previously had to be learned at home.

The official recognition of Spain's regional languages follows an experimental order issued last May to permit limited use of the native languages—a result of increased separatist terrorism in the northern Basque region. Spanish government officials deny the decree was a result of "political" pressure, but the decision appears to be designed to ease growing tension between the government and Spanish dissidents such as the Basques.

UNESCO Focuses on Foreign Language Teaching Methods

UNESCO convened a "Meeting of Experts on Diversification of Methods and Techniques for Teaching a Second or Foreign Language with Reference to Immediate Aims, Levels and Age Groups, Social and Professional Backgrounds" at UNESCO House, Paris, September 15-20, 1975. The meeting was chaired by Sven G. Johansson from the National Board of Education in Sweden, and opened by René Ochs, Director, Division of Curricula and Structures, ESM, UNESCO. The participants were: Salah El-Araky, Egypt; Ayo Bamgbose, Nigeria; Clare Burstall, UK; Denis Girard, France; F. Gomes de Matos, Brazil; Amadou Samb, Senegal; Mubanga E Kashoki, Zambia; Nzenge Movoamke M'Bulamoko, Zaire; Bojil Nicolov, Bulgaria; Yasuo Ohashi, Japan; Asmah Haji Omar, Malaysia; E. Roulet, Switzerland; Ramnath Sahai and R. N. Srivastava, India; Salvador Tapia y Cervantes, Mexico; Gyorgy Szepe, Hungary;

See UNESCO—9, col 2

The View from the Center: On Applying Linguistics

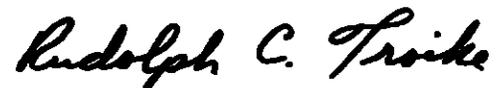
A question not unnaturally often asked of the Center for Applied Linguistics is "How does one apply linguistics?" The answer, of course, is that one rarely "applies linguistics" in the sense of linguistics as a body of techniques and procedures for the analysis of language. But the knowledge and understanding of language resulting from 150 years of research—how language develops in the individual, how and why variation arises, how language changes, what happens when two languages come into contact, and more—is relevant to many other fields of activity. It is one of the functions of the Center to point out these areas of relevance to linguists and to others alike.

One of the principal barriers to the application of linguistic knowledge is a lack of awareness of linguistics itself. Economic problems are referred to economists, psychologists are called to deal with psychological problems, but language problems are dealt with by everyone—except, it seems at times, linguists. The lack of visibility of linguistics even among the social sciences is such that a recent enumeration of the social sciences in a preface to a book on language omitted linguistics. CAL, through its efforts to increase the public awareness of linguistics, has been working to overcome this barrier, and sensitize persons in other fields to the potential relevance of linguistics:

A second barrier, closely related to the first, is a lack of awareness of language as an issue in many situations. Like the fish failing to be conscious of water, many people fail to recognize language as a factor because it is so much an invisible part of the environment, like the air we breathe. Millions, perhaps billions, of dollars are wasted every year in countries throughout

the world in educational or economic projects and programs because of an unrecognized language factor. If linguists were consulted more often, these needs might at least not pass so completely unnoticed, and untold amounts of money and human effort might be saved.

A third barrier, which has been touched on before, is a lack of knowledge on the part of linguistics of the content and operating frameworks of other fields where their own knowledge would be relevant. Computers would have remained laboratory curiosities if people had not used their understanding of computers and other fields to apply them to everything from controlling space flights to designing buildings. The areas in which linguistic knowledge might usefully be applied are limited largely only by the imagination—and an adequate understanding of other fields. If linguists are to work effectively in mental health, early childhood education, bilingual education, literacy, judicial justice, testing, speech, neurological research and rehabilitation, basic education, economic planning, national development, or numerous other areas, they must (1) become knowledgeable in these fields and (2) demonstrate to specialists in these areas the unique contribution which linguistics has to make to their work. In all of these efforts, CAL has and will continue to try to provide leadership and direction.



Rudolph C. Troike

Director: Rudolph C. Troike, **Deputy Director and Associate Director for Information Services:** A Hood Roberts; **Associate Director for International Activities:** David DeCamp; **Associate Director for Domestic Activities:** Roger W. Shuy; **Associate Director for Planning and Administration:** John H. Hammer; **Comptroller:** Walter P. McIntosh

Editor: Begay B. Atkinson, **Managing Editor:** Marcia E. Taylor, **Associate Managing Editor:** Diane Bartosh.

The Center for Applied Linguistics, established in 1959 through a grant from the Ford Foundation, is an independent non-profit professional organization dedicated to the application of the findings of linguistic science to the solution of educational and social problems. The Center carries out policy studies, research and development, and information dissemination in areas relating to language and linguistics, and works to promote cooperation between linguistics and other disciplines.

The *Linguistic Reporter*, the Center's newsletter, is published 9 times a year. Subscriptions are entered on an academic year basis only, with each new volume beginning in September and concluding in June of the following year. Editorial communications, advertisement inquiries, and books for review should be directed to the Editor, *The Linguistic Reporter*, CAL, 1811 N Kent St, Arlington VA 22209. Communications concerning subscriptions should be directed to the Subscriptions Secretary at the same address. Permission is granted for quotation or reproduction from the LR provided acknowledgement is given. Subscription rates: \$4.50, \$9.50 (domestic airmail), \$14.50 (foreign airmail).

Board of Trustees: Arthur S. Abramson, Sec-Treas. LSA, and Prof. of Ling. U Connecticut Ex-officio, Charlotte K. Branks, Adjunct Prof. of Eng. American U., John Elmendorf, Consultant, Academy for Educational Management, Charles A. Ferguson, Prof. of Ling. Stanford, Morris Halle, Prof. of Ling. MIT, Dell H. Hymes, Dean, Sch. of Ed. U Pennsylvania, Ilse Lehiste, Prof. of Ling. Ohio State U., Winfred P. Lehmann, Prof. of Ling. U Texas-Austin, †Albert H. Marckwardt, Princeton, George A. Miller, Prof. Rockefeller U., Herbert H. Paper, Prof. of Ling. U Michigan, Dillon Platner, Dir. Navajo Div. of Ed. Navajo Nation, Eugene B. Power, Retired Pres. Univ. Microfilms, Malcolm D. Talbot, Pres. Rutgers Univ. Foundation, William Turnbull, Educational Testing Service, Gordon B. Turner, Vice Pres. ACLS, Jack H. Vaughn, Pres. Planned Parenthood Federation of America.

French Becomes Official Language of Quebec

by G Richard Tucker

The Official Language Act (Bill No. 22) was enacted by the National Assembly of the Province of Quebec in July 1974. By virtue of this Act, French has been designated as the *sole official language of the province*. Furthermore, the act contains provisions to ensure, among other things: (1) that French will become the ordinary language of communication within the government; (2) that French will be used by the public utilities and professional corporations (e.g., doctors, lawyers, psychologists) to communicate with the public and with the government; (3) that French will be used at every level of business activity including advertising; and (4) that the ordinary language of instruction in the schools of the Province will be French. There will, however, continue to be instruction in English for those children whose mother tongue is English or for those pupils who "have a sufficient knowledge" of English. This last stipulation is particularly controversial since it applies equally to immigrants who speak neither French nor English, and to French-speaking Quebecers who wish to send their children to English schools.

Prior to the passage of the Official Language Act, Quebec was *de facto* a bilingual province with businessmen free to utilize English, French, or both languages in their internal and external dealings, and all parents were free to choose either English or French schooling for their children. Now, business firms that wish to be eligible for government premiums, subsidies, concession, contracts, etc. must hold "francization" certificates. Individuals who wish to join professional corporations—a prerequisite to many types of employment—must demonstrate their proficiency in French. Children who wish to enroll in English-language schools, but who are not English-speaking, must take one of a series of tests prepared by the Ministry of Education designed to determine whether they have "a sufficient knowledge of the language of instruction (English) to receive their instruction in that language." This portion of the act seems to have created a great deal of controversy for there do not now appear to exist reliable and valid tests which can be used for this purpose.

One other interesting aspect of the Act was the establishment of a "Régie de la langue française." The Régie has the responsibility "to see to the correction and enrichment of the spoken and written (French) language"; to advise the Minister on appropriations for linguistic research; to assist business firms with their francization programs and issue the francization certificates, and "to standardize the usage of a vocabulary in the province of Quebec . . ."

The Official Language Act can justifiably be considered an instance of language planning—a deliberate and systematic attempt to affect the course of a societal language requisition and use. The present instance involves an attempt to solve a problem which is as much cultural as linguistic by the introduction of an explicit policy designed to affect rapid change in the language behavior of a province within a larger English-dominated country. Those involved in planning activities involving language in many countries will be interested in the outcome of this attempt.

Dr. Tucker is Associate Professor in the Department of Psychology, McGill University

NIMH Grants for FY '74

The Alcohol, Drug Abuse, and Mental Health Administration has announced the award of FY 1974 grants to a number of investigators from a variety of disciplines. Research grants were made to a total of 428 sponsoring institutions. Listed below are the investigator, institution, title, and amount of each linguistic research project which received a grant.

- Brent Berlin. UC-Berkeley. Study of Cognitive Anthropology. \$31,532.
- Helen S. Cairns. Queens Coll. Lexical Retrieval Strategies in Sentence Comprehension. \$6,581.
- John B. Carroll. UNC-Chapel Hill. The Nature of Certain Linguistic Abilities. \$57,665.
- Ronald W. Casson. Duke. Language Use and Political Interaction. \$6,493.
- Paul D. Coleman. U Rochester. Language Use and Social Interaction. \$6,964.
- Joseph H. Danks. Kent St U. Sentence Production and Comprehension. \$42,469.
- James E. Deese. U Virginia. Psycholinguistic Investigations. \$18,168.
- Charles A. Ferguson. Stanford. Study of Processes of Cultural Linguistic Change. \$13,700.
- James J. Fox. Harvard. Lexical Analysis of Dyadic Languages. \$7,250.
- Catherine J. Garvey. Johns Hopkins U. Varieties and Functions of Early Social Speech. \$28,087.
- Lila R. Gleitman. U Pennsylvania. The Acquisition of Language Structure. \$82,142.
- Sam Glucksberg. Princeton. Communicative Bases for Linguistic Structures. \$36,450.
- Morris Halle. MIT. The Study of Language. \$471,241.
- Walter Kintsch. U Colorado. Memory and Decision Factors in Verbal Learning. \$21,094.
- Jean M. Mandler. UC-San Diego. Development of Semantic and Visual Organization. \$28,893.
- Claudia I. Mitchell-Kernan. Harvard. The Acquisition of Sociolinguistic Skills by Children. \$10,143.
- Douglas L. Nelson. U South Florida. Words as Sets of

See Grants—10, col 2

news briefs

Dell H. Hymes, Professor of Folklore and Linguistics at U Pennsylvania, has been appointed Dean of the university's Graduate School of Education. Dr Hymes, who has been connected with the university since 1965, succeeded Dr. Neal Gross, who resigned as Dean in January 1974. Dr Hymes is a distinguished scholar in the field of linguistics and has served as president of the American Folklore Society as well as on the executive boards of the American Anthropological Association, the Linguistic Society of America, and the CAL Board of Trustees. . . . **The American Sephardic Federation**—in cooperation with *Adelantre!*, the Judezmo Society—has begun publication of a new series, *Working Papers in Sephardic and Oriental Jewish Studies*. The aim of the new series is to provide an outlet for circulation, in pre-publication form, of results of recent research on any facet of life in Sephardic, Oriental, or other non-Ashkenazic Jewish communities. Inquiries and manuscripts should be addressed to: David Bunis, *Adelantre!*, 4594 Beford Ave, Brooklyn NY 11235 . . . **Kiyotomi Shigyo Company**, a Japanese paper firm, has developed what seems to be a "first" in education products—toilet tissue called "Please English." Each unit of a roll contains six seamed sheets imprinted with an English word and its Japanese equivalent. The product is designed to allow the user to repeatedly read the six English words until the roll is finished. At latest report, the company was selling more than 7,000 cases of the new product a month. . . . *The Journal of California Anthropology*, published by the Malki Museum Press, contains articles of interest to scholars working with the contemporary and past cultures, societies, and languages of Native Americans of Alta and Baja California. Subscription rates: \$6.00 individual; \$10.00 institutional. For further information write: *Journal of California Anthropology*, Dept of Anthropology, U Cal-Riverside, Riverside CA 92502. . . . **The Basque Studies Program of U Nevada** has received funding for preparation of a major Basque/English-English/Basque dictionary. Support includes \$14,000 from U Nevada-Reno and \$34,465 from NEH. The project began in September 1975 and will last for at least one year. The project is directed by Luis Michelena (U Salamanca) who is assisted by Yoshiko Hendricks (U Nevada Library staff and Basque Studies Program consultant). . . . **Senator Claiborne Pell (D-RI)** has introduced an education bill which extends higher and vocational education programs, repeals the Education Professions Development Act, and reorganizes HEW's Division of Education and the National Institute of Education (NIE) Most significantly

See News Briefs—6, col 2

meetings and conferences

- January 16-17. Conference on the Sociology of the Languages of American Women. Las Cruces NM.
January 19-23. International Conference on Historical Linguistics, 2nd. Tucson AZ.
January 22-24. Conference on College English and the Mexican-American. El Paso TX.
January 27-31. Vico and Contemporary Thought. New York NY.
January 30-31. Michigan Conference on Applied Linguistics, 7th. Ann Arbor MI.
*February 14-16. 2nd Annual Meeting of the Berkeley Linguistics Society. Berkeley CA. (Write: Berkeley Linguistics Society, c/o Inst of Hum Learning, Bldg T-4, UC-Berkeley CA 94709.)
February 18-24. American Association for the Advancement of Science, 142nd. Boston MA.
February 19-20. Conference on Medieval Grammar. Davis CA.
*February 19-21. 3rd Natl Conference on Multicultural Curriculum and Materials. San Francisco CA. (See LR 18:4, p 8)
March 3-6. Convention of Teachers of English to Speakers of Other Lang, 10th. New York NY.
*March 11-13. Georgetown U 27th Annual Round Table. Washington DC. (Write: Clea Rameh, Chmn, Georgetown U Round Table, Georgetown U, Washington DC 20057.)
March 14-15. North American Conference on Afroasiatic Linguistics, 4th, and American Oriental Society. Philadelphia PA.
March 19-21. Association for Asian Studies. Toronto, Ontario, Canada.
March 21-24. Association of Teachers of Japanese. Toronto, Ontario, Canada.
March 25-27. Conference on Composition and Communication. Philadelphia PA.
March 25-27. Northeast Conference on the Teaching of Foreign Languages. New York NY.
*April 2-4. 8th Annual Child Language Research Forum. Stanford CA. (See LR 18:4, p 8)
April 3-5. Annual Meeting of the Linguistics Association of Great Britain. Edinburgh, Scotland.
April 4-9. Council for Exceptional Children, 54th. Chicago IL.
April 5-9. International Conference of Nordic and General Linguistics, 3rd. Austin TX.
April 6-9. Acoustical Society of America. Washington DC.
April 9-10. College English Assn. Cincinnati OH.
April 11-16. Association for Childhood Education International. Salt Lake City UT.
April 19-23. American Educational Research Association. Las Vegas NV.
April 20-24. Congress of the International Association for the Study of Italian Language and Literature, 9th. Palermo, Italy.
April 22-24. University of Kentucky Foreign Lan-

meetings and conferences

- guage Conference. Lexington KY.
April 22-24. Central States Conference on the Teaching of Foreign Languages Detroit MI.
April 22-24. Southwest Areal Language and Linguistics Workshop, 5th. San Antonio TX.
April 22-25. Chicago Linguistic Society. Chicago IL.
*April 23. Colloquium on Contemporary Methods of Literary Analysis: Second Colloquium on Hispanic Texts. Jamaica NY. [See LR 18:4, p 8]
April 23-25. Conference on African Linguistics, 7th. Gainesville FL.
*April 30-May 5. 5th Annual Intl Conference in Bilingual/Bicultural Education. San Antonio TX. (Write: Albar Peña, U Texas, San Antonio TX 78230.)
May 6-8. Conference on Perspectives on Language. Louisville KY.
June 21-26. Conference on the Psychology of Language. Stirling, Scotland.
*June 28-July 26. 2nd Annual Summer Inst on the Teaching of Science and Technology. Seattle WA. (Write: Louis Trimble, 359 Loew Hall FH-40, U Washington, Seattle WA 98195.)
June 28-July 2. International Conference on Computational Linguistics. Ottawa, Ont, Canada.
*July 2-4. Conference on American Indian Linguistics and Native American Festival. Oswego NY. (Write: Lyle Campbell, Dept Anthro, SUNY, Albany NY 12222.)
*July 24-25. Colloquium in Hispanic and Luso-Brazilian Linguistics. Oswego NY. [See LR 18:4, p 8]
July 26-31. Philippine-American Communication Conference, 1st. Manila, The Philippines.
July 30-August 1. LSA Summer Institute. Oswego NY.
August 17-19. World Congress of the International Reading Association, 6th. Singapore.
August 26-31. World Congress of Phoneticians, 3rd. Tokyo, Japan.
August 28-30. European Linguistics Society. Salzburg, Austria.
September 1-4 International Phonology Meeting, 3rd. Vienna, Austria.

1977

- March 29-31. Annual Meeting of the Linguistics Association of Great Britain. Birmingham, England.
August 29-September 2. XIIth International Conference of Linguists, Vienna, Austria. [See LR 18:4, p 8]

*Indicates first listing for conference. Full details on all other items in the above list will be found in previous issues of the *Linguistic Reporter*

In Memoriam

Sarah Caroline Gudshinsky

Sarah died on July 9, 1975, after several months of illness; she was able, however, to carry on her academic lectures and writing until a few weeks from the end. As the literacy coordinator for the Summer Institute of Linguistics, Inc., and through her writing, and workshops and seminars in Bolivia, Brazil, Columbia, Ecuador, Guatemala, Guyana, Panama, Peru, Ethiopia, Ghana, Nigeria, Sierra Leone, South Africa, Togo, India, Nepal, the Philippines, Vietnam, Australia, and New Guinea, she had a heavy impact on the teaching of beginning literates.

Sarah was born in Bay City, Michigan, May 8, 1919. She graduated from the Central State Teachers College at Mt. Pleasant, Michigan, and received her Ph.D. in linguistics at the University of Texas at Arlington, and until May 1975 was Vice President of the Summer Institute of Linguistics, Inc. In the spring of 1964 she was Visiting Professor of Linguistics at University College, London; in 1962-63 and 1964-65 Collaborating Professor, University of Brasilia, Brazil; in 1967 Visiting Professor at the Summer School of Linguistics, Annamalai University, India; and in 1967-68 Literacy Specialist, Literacy House, Lucknow, India. In the spring of 1975 she was awarded a medal of merit by Brazil, for her work on behalf of minority peoples there

Her most influential publications were her *Handbook of Literacy* (1951) followed by numerous articles on the same topic, along with theoretical articles on orthography formation, and the more recent *A Manual of Literacy for Pre-Literate Peoples* (1973). Her monograph on reconstruction of the Popolcan and Mixtecan groups of Mexico was part of a larger effort (with Longacre, Bartholomew, Rensch, and others) which led to Otomanguean reconstructions equivalent in time and depth, apparently, to those of Indo-European.

She was always vigorous in debate, and generous in spirit. She wanted others to see in all the ways that she could—and showed her consistency to the end, by having her physical eyes used by someone else even before the memorial service for her had taken place

Kenneth L. Pike
Prof Ling, U Michigan
and Pres SIL Inc.

RELC/SEAMEO CONDUCT ESL PROJECT

by Edward M. Anthony

The Regional English Language Centre (RELC) in Singapore, a project of the Southeast Asian Ministers of Education Organization, aims primarily to improve the teaching of English as a second or foreign language in the eight SEAMEO countries: Indonesia, Khmer, Laos, Malaysia, Philippines, Singapore, Thailand, and Vietnam.

Research, teaching, and some administrative duties are carried out by a staff composed not only of representative educators from the SEAMEO countries, but also by Britons, Australians, New Zealanders, and Americans recruited through the British Council, the High Commissions of Australia and New Zealand, and the American Fulbright program.

A three-year interim and planning phase ended in 1971. The second five year phase of development began in 1972 with the opening of the specially constructed 17 story building at 30 Orange Grove Road in which the various programs of the Centre are carried out. The building also includes an International House in which course members live while they are in Singapore. The International House also offers rooms for visitors to the Centre and the city.

At the end of the present phase (December 1976), it is estimated that some 660 course members who are key people in English teaching in the region will have passed through one of the Centre's courses. Three types of courses are given. Twice a year four-month intensive courses leading to the award of the Certificate in the Teaching of English as a Second or Foreign Language are offered. Once, annually, a three-month specialized advanced course is offered. Such specialized courses in the past have been devoted to the production and evaluation of instructional materials, the training and supervision of teachers of English as a second or foreign language, research in language and language teaching, and English for special purposes. The subjects of these courses are characteristically also the subjects of annual or semi-annual regional seminars, attended not only by regional specialists but also by linguists and language teachers from throughout the world. Additionally, a course lasting one year is offered for the Diploma in the Teaching of English as a Second or Foreign Language.

The program is supported by an excellent and well-run library which is utilized by short-term visitors to the Centre as well as by the faculty and course members. The library serves as a clearinghouse for information and as a disseminator of specialized bibliographies, reports, etc. The library also holds a complete collection of the 336 project papers written by course members as assignments. While these papers

are not all of uniformly high quality, some compare favorably with graduate school theses in the United States and elsewhere. A well-equipped language laboratory also supports the work of the Centre.

Plans for the post-1976 phase of RELC's operations are currently under discussion with the Governing Board, which consists of representatives of the member countries. Few final decisions have yet been reached, at least partly because of recent shifts in the orientation of some of the member countries. It will perhaps be some time before course members from Khmer and Vietnam again take part in the programs. Under consideration for the future are university affiliations for some of the RELC training programs so that degrees may be offered. A widening of RELC interests to include the training of teachers of languages other than English is also a possible direction of development. There is little doubt that difficult times lie ahead, but the Centre's regional impact has been such that all concerned are working hard to find satisfactory solutions.

Dr. Anthony is Professor of Linguistics at the University of Pittsburgh.

NEWS BRIEFS—from page 4

affected by the proposed legislation, are the latter two organizations. Pell's bill would make the Commissioner of Education the head of the Education Division with rank comparable to an undersecretary. An executive deputy commissioner would administer Office of Education operations. NIE would be restructured into three subsidiary institutes of elementary and secondary education, postsecondary education, and vocational education. . . . **The Ford Foundation** has awarded 42 grants to displaced Cambodian and Vietnamese scholars. The fellowships are for research and training in the social sciences, humanities, and agricultural sciences—with 10 awards being presented to Indochinese dissertation candidates in American universities. The fellowships—principally for one year—total \$360,000. Additionally, three grants were awarded to U.S. universities for research on Indochina refugee problems: (1) University of Guam. A preliminary study of the assimilation of Vietnamese evacuees into American culture. \$4,500; (2) University of Missouri. A pilot study of the dispersal and structural integration of Vietnamese refugees. \$11,329; (3) University of Arkansas-Little Rock. A Vietnamese refugee oral history project. \$12,204. The Ford Foundation has similarly aided displaced intellectuals since World War II.

linguists wanted

Note: A fee of \$10.00 is charged for each listing of positions available at institutions. Payment should accompany entry, but 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. Advertisements are not accepted from organizations which do not subscribe to an Affirmative Action/Equal Opportunity policy. The LR reserves the right to edit all position descriptions.

Southern Illinois U-Carbondale has a vacancy for an **Asst Prof** in its EFL/Linguistics program. Requirements: PhD; background and research interests in applied linguistics—particularly EFL/ESL theory/methodology and second language acquisition. Duties: Teach contrastive linguistics and error analysis; practicum courses and other ESL-related topics. Deadline: January 15, 1976. Curriculum vitae and letters of recommendation to: Patricia Carrell, Chairperson, Dept of Ling, Southern Illinois U, Carbondale IL 62901.

The Ling Dept of the **U California-San Diego** may have an opening at the **Asst Prof** level beginning July 1, 1976. Strong background in theoretical linguistics required and competence in one or more of the following areas: Phonology, psycholinguistics, or sociolinguistics. PhD required. Salary: \$13,700-\$14,300 for 9 months. Send inquiries to: Sanford A. Schane, Chmn, Ling Dept, U California-San Diego, La Jolla CA 92093.

The English Dept **U Nebraska-Lincoln** has a vacancy for an **Asst or Assoc Prof** of English. PhD in English or linguistics and special interest and competence in the application of linguistics to the study of literature, teaching experience, wide teaching interests, and strong general background in literature required. Write: Gerry Brooks, Recruitment Chmn, Dept of Eng, U Nebraska-Lincoln, Lincoln NB 68588, by December 1.

The Ling Dept of **Georgetown U** expects to have an opening on the faculty in the fall of 1976. Applications are solicited from candidates with a good general formation in linguistics and specialization in psycholinguistics. Address applications to: Chmn, Dept Ling, Georgetown U, Washington DC 20057. Consideration of applications received after March 1, 1976 cannot be guaranteed.

U Texas-San Antonio has an opening for a **Bilingual Evaluation Spclst**. Requirements: PhD; Spanish/English bilingual; experience in research and evaluation of bilingual projects; basic knowledge of computers.

(Experience in testing members of non-dominant ethnic groups desirable.) Duties: Supervise small staff, design and implement formative and summative evaluation; analyze and report results. Salary and part-time faculty position may be negotiable. Contact: U Texas-San Antonio, Pers Off, San Antonio TX 78285.

The Cent Inst of Eng Lang (CIEL) in Bangkok has **three positions** available for native English speakers as instructors in EFL, beginning January 1976. Duties: teach English skills courses to university and teachers college level instructors, with the possibility of materials preparation and/or teacher training. MA in an appropriate field, plus overseas EFL/ESL teaching experience desired. Send curriculum vitae and references to: Mrs Mayuri Sukwiwat, Dir, CIEL Fac of Sci, Chemistry Bldg (4th flr), Mahidol U, Rama VI Rd, Bangkok 4, Thailand.

The Dept of Oriental Studies, **U Arizona** is seeking a **Japanese language teacher-linguist** at the **Asst Prof** level. Requirements: Native command of language; ability to teach literary Japanese, all levels of modern and Japanese linguistics (history of language, structure of modern Japanese). Salary: \$11,500-\$13,000, depending on qualifications. Address inquiries, vitae, and two letters of recommendation to: Andres D. Onate, Hd, Dept of Oriental Studies, Coll of Lib Arts, Bldg 67, U Arizona, Tucson AZ 85721.

The Div of ESL of the **U Illinois-Urbana-Champaign** has an opening for the 1976-77 academic year. Position available at **Asst Prof** level with appointment as Dir, U Illinois TESOL Internship Program in Tehran, Iran. Two-year appointment with possibility of university faculty position upon return to U.S. Requirements: PhD by 6-76; strong academic record in TESL-related areas; native English; overseas experience teaching English to non-native speakers. Duties: Teach one course per semester to interns and supervise their work; direct research in the syntax and lexicon of the scientific register of English; develop college level reading tests for Tehran U. Credentials to: Lawrence F. Bouton, Act Dir, Div of ESL, 3070 FL Bldg, U Illinois-Urbana-Champaign, Urbana IL 61801.

U California-Santa Barbara is considering the establishment of an interdisciplinary program in Language and Society at the undergraduate and graduate levels. Several appointments are anticipated with disciplinary emphases in anthropology, linguistics, sociology (specifically fine-structure analysis of verbal interaction), and speech. Extensive research and teaching experience and ability to supervise graduate students are required. Send current vita by January 1, 1976 to one of the following (as appropriate): Thomas G. Harding, Dept of Anthro; Arthur Schwartz, Ling Prog; Don H. Zimmerman, Dept of Sociology; Sanford E. Gerber, Dept of Speech; U Cal-Santa Barbara, Santa Barbara CA 93106.

conferences, seminars, workshops

The Third Natl Conference on Multicultural Curriculum and Materials will convene February 19-21, 1978 in San Francisco. Sponsored by The Dissemination and Assessment Center for Bilingual Education (DACBE), the conference will focus on the following topics: (1) *Lau vs Nichols*; (2) Education of the Vietnamese Child; (3) Development of Bilingual Curriculum and Materials; (4) Parent and Community Involvement; (5) Teaching Bilingual Curriculum; (6) Special Education; (7) Migrant Education; and (8) Evaluation and Assessment For more information write: DACBE, 6504 Tracor Lane, Austin TX 78721.

The Eighth Annual Child Language Research Forum will be held at Stanford U April 2-4, 1976. The Forum is inviting 20-minute papers on topics related to child language research. Four copies should be submitted by January 1, 1975. Brief resumes of current research in the area from all researchers are also being solicited. Resumes should not exceed 200 words and will be reproduced for distribution at the Forum. Deadline for receipt of resumes is February 1, 1976 Contact: Sharon R. Veach, Chairpsn, Child Lang Research Forum, Dept of Ling, Stanford U, Stanford CA 94305

York Coll (CUNY) will sponsor a colloquium on **Contemporary Methods of Literary Analysis: Second Colloquium on Hispanic Texts** April 23, 1976 in Jamaica NY. The conference will be divided into two

parts: major keynote speakers and thematically arranged working sessions. Colloquium coordinators are: Lisa Davis, Roberto Echaverren, José Hernández, Gary Keller, Isabel Tarán, and Gloria Waldman. Write: Colloquium Coords, Dept FL, York Coll, CUNY, Jamaica NY 11451

A Colloquium in Hispanic and Luso-Brazilian Linguistics will be held July 24-25, 1976 at SUNY-Oswego. Papers are welcome on all topics pertaining to Hispanic and Luso-Brazilian linguistics, including: applied and theoretical issues, history of languages, dialectology, sociolinguistics, bilingualism, typology, U.S. dialects of Spanish and Portuguese, and language maintenance in the U.S. Send 3 copies of abstracts by April 1, 1976 to: Joan B. Hooper, Dept of Ling, SUNY-Buffalo, Buffalo NY 14201.

The XIIth Interntl Congress of Linguists will be held at U Vienna August 29-September 2, 1977. The conference will feature plenary sessions on: (1) basic problems of semantics; (2) language and society; (3) logically-based syntax vs autonomous generative syntax; (4) word formation; (5) diachrony: reconstruction, and (6) history of linguistics, aims and methods. Roundtable and working group sections will also be included. For more information, contact: H Vesely, Sekretariat, Linguisten-Kongreß, Postfach 35, A-1095 Wien, West Germany.

Report Presents New Theory for Reading Acquisition

A recent report on research on New Zealand five-year-olds has refuted the usual assumption that reading is a "language learning task." In a study conducted March-October, 1968, monolingual (non-English-speaking) Samoan children learned to read English quicker and with more comprehension than their bilingual Maori classmates. The report, published by the International Reading Association (IRA), entitled *Early Childhood and Cultural Diversity* delineates research simultaneously conducted on two samples of these children and concludes that "the child who is learning to read and who has considerable oral language skills draws heavily on these skills as he approaches reading, but the new thing about reading is the visual discrimination it requires within strict directional constraints. While language acts as a support in this learning, it is the visual discrimination learning that is critical."

The study was conducted on four distinct groups of children within each sample. (1) urban group

Maoris with two Maori parents; (2) urban group Western Samoans with two Samoan parents; (3) white children with two parents whose mother tongue was English; and (4) children with professional parents. Using simple tasks of following directions and answering questions, native speakers administered tests on the Maori and Samoan languages.

The results showed a marked contrast between the two groups—Maori children had no command of their language while 75 percent of the Samoan group showed good control over the Samoan language. Reading progress was not proved to be synonymous with white or professional group membership. Rather, after two years of instruction, Maoris had better control of spoken English and Samoans could read it better. The results appear to indicate that the language of instruction does not handicap bilingual reading ability. A copy of the report is available from Charles R. Putney, PIO, IRA, 800 Barksdale Rd, Newark DE 19711.

book notices

The **Amsterdam Studies in the Theory and History of Linguistic Science**, edited by E. F. K. Koerner, is a new series now being published by John Benjamins B.V., Amsterdam, the Netherlands. This series comprises five major subseries: (1) Amsterdam Classics in Linguistics, (2) Classics in Psycholinguistics, (3) Studies in the History of Linguistics, (4) Current Issues in Linguistic Theory, and (5) Library and Information Sources in Linguistics. Thus far the following volumes have appeared:

Analytical Comparison of the Sanskrit, Greek, Latin and Teutonic Languages, Showing the Original Identity of their Grammatical Structure (1820), by Franz Bopp (*Amsterdam Classics in Linguistics*, 3) 1974. xxxviii, 68pp Hfl. 28,-

Bopp's *Conjugationssystem* (1816) is generally regarded as having led to the study of language as a science distinct from philology. Bopp's *Analytical Comparison* represents not merely his translation of the linguistic portion of the *Conjugationssystem* but a significant advance over that work in theoretical clarity and methodological soundness of analytical and comparative procedure. The new edition of this classic includes a preface by E. F. K. Koerner, a bio-bibliographical chapter, and a letter from Wilhelm von Humboldt to Bopp about *Analytical Comparison*.

Introduction to the Study of Language (1882), by Bernhard Delbrück (*Amsterdam Classics in Linguistics*, 8.) 1974 xxx, 148 pp Hfl. 35,-

This work by a leading scholar of the period provides a systematic and comprehensive overview of 19th-century accomplishments in Indo-European scholarship. This new edition of the 1882 translation by Eva Channing contains a preface and select bibliography by E. F. K. Koerner.

Einleitung in die Allgemeine Sprachwissenschaft (1884-90), together with Zur Literatur der Sprachkunde Europas (1887), by August Friedrich Pott (*Amsterdam Classics in Linguistics*, 10) 1974 xlvi, 502 pp Hfl. 70,-

Covering both theoretical and applied linguistics and the philosophy of language, Bopp's classic supplies a very comprehensive annotated bibliographical account of the world literature in linguistics from the early beginnings to the late 19th-century. The new edition includes a preface by E. F. K. Koerner, bio-bibliographical material on Pott by Paul Horn, and an index of names.

The Importance of F. Techmer's International Zeit-

See Book Notices—10, col 1

new journals

San Jose State Occasional Papers in Linguistics. Published by San Jose State U. Irregularly. Editor: Michael Noonan. Subscription. \$4.00 for Vol 1 or free on exchange for similar publications. All correspondence to: Michael Noonan, Ed, San Jose State Occasional Papers in Linguistics, Ling Prog, San Jose State U, San Jose CA 95192.

Contains articles and research reports devoted to all aspects of linguistics. Volume 1 consists of 23 papers originally presented at the 5th California Linguistics Association Conference.

Texas Tech Journal of Education. Published by Texas Tech U. Three times a year. Editor Robert H. Anderson. Subscription: \$5.00. Editorial correspondence to: Robert H. Anderson, Dean, College of Ed, Texas Tech U, Lubbock TX 79409. Subscription correspondence to: Exchange Librarian, Box 4079, Texas Tech U, Lubbock TX 79409.

Regularly publishes articles, book reviews, and abstracts of doctoral dissertations recently completed at Texas Tech. Each issue focuses on a special theme in contemporary education, including such areas as bilingual-bicultural education, international and comparative education, special education, and multicultural awareness. (John C. Molina, Director of the U.S. Office of Education's Division of Bilingual Education, serves on the Editorial Advisory Board.)

UNESCO—from page 1

Richard Uigneault, Canada; and Ernesto Zierer, Peru. Christina Bratt Paulston (U Pittsburgh) represented CAL as the U.S. representative.

Each participant prepared a state-of-the-art paper for his country on second or foreign language teaching, with discussions focusing on the following topics: (1) Assessment of the language teaching situation. Current trends and shortcomings noted in theory and practice, and significant innovations. (2) Measures to be taken to diversify the contents of methods and techniques, and to individualize instruction. (3) Contributions of research and linguistic theories to the study of foreign languages. (4) Teaching foreign languages to adults. (5) International cooperation strategies to be adopted, and future research trends and priorities.

The final report covers discussions on the following topics: (1) present tendencies and noted insufficiencies; (2) problems of diversification; (3) innovation of methods and techniques; (4) teaching languages to adults; (5) research, and (6) suggestions for future action.

BOOK NOTICES—from page 9

schrift für Allgemeine Sprachwissenschaft in the Development of General Linguistics, by E. F. K. Koerner (*Studies in the History of Linguistics*, 1.) 1973. vii, 76 pp. Hfl. 18,-

This volume examines the significance of Teichner's *Zeitschrift* (1884-90) to the development of linguistics. The author shows that during an essentially data-oriented, positivistic period this journal served as an open international forum for (1) the discussion of the structural and psychological foundations of linguistic theory, (2) the Humboldtian philosophy of language, and (3) the promotion of non-Indo-European linguistic research. Appended are an alphabetical listing of the contributions to the journal, facsimiles of the tables of contents for each volume, and an index of names.

The Study of Indo-European Vocalism in the 19th Century, by Wilbur A. Benware (*Studies in the History of Linguistics*, 3) 1974 xii, 126 pp Hfl. 24,-.

By critically examining the origin and nature of the conceptual and methodological principles guiding 19th-century linguistics up to the time of Whitney and Scherer, the author attempts to go beyond a merely chronological presentation of 19th-century research on Indo-European vocalism and thus shed new light on a critical era in the development of linguistics. The book ends with an index of names.

The Transformational-Generative Paradigm and Modern Linguistic Theory, edited by E. F. K. Koerner. (*Current Issues in Linguistic Theory*, 1) 1975. viii, 462 pp. Hfl 50,-

The purpose of this volume is to provide a forum for critical examinations of and alternatives to transformational-generative theory. The sixteen articles contained in this collection focus on four main problem complexes: syntax and semantics, phonology and morphology, linguistic theory and the philosophy of language, epistemology and the history of linguistics. Contributors include Bolinger, Hymes, Derwing, Antila, Makkai, Itkonen, Steinberg, Lipka, Skousen, Hsieh, and von Raffler Engel.

Language Perspectives—Acquisition, Retardation, and Intervention, edited by Richard L. Schiefelbusch and Lyle L. Lloyd. Baltimore, Md, University Park Press, 1974 xv, 670 pp \$14.50.

This book is the proceedings of the Chula Vista conference on language intervention with the mentally retarded, sponsored by the Mental Retardation Branch of the National Institute of Child Health and Human Development. The papers included cover several different areas: (1) infant reception research, (2)

development of concepts underlying language, (3) development of receptive language, (4) developmental relationship between expressive and receptive language intervention, and (7) language intervention for the mentally retarded. Each section contains a summary-discussion by one of the conference participants.

The papers outline and review the present state of knowledge concerning language acquisition of both normal and retarded children, and suggest important areas for research. Several papers review and critically discuss different intervention and therapy programs for the retarded child.

This book will be of interest to those who are involved in the study of normal language acquisition and wish to study retarded populations, as well as those involved in the study and treatment of the retarded child.

Iral-Sonderband: Kongressbericht der 4 Jahrestagung der Gesellschaft für Angewandte Linguistik, edited by Gerhard Nickel and Albert Raasch. Heidelberg, Julius Groos Verlag, 1974. 258 pp.

Twenty-six papers, originally delivered at the Fourth Annual Congress of the Society for Applied Linguistics, held in Stuttgart, October 12-13, 1972. Most of the papers fall under the following general headings: Technology and Allied Media, The State of Translation, Preparation for Foreign Language Instruction, Linguistic Description of Modern Languages, Sociolinguistics, Language Testing, Mechanical Speech Analysis, Phonetics, and Speech Therapy. All but two of the papers are in German.

GRANTS—from page 3

- Features—Coding Phonological Clues \$21,890.
- Charles E. Osgood. U Illinois-Urbana. Studies of Comparative Psycholinguistics. \$93,332.
- Keith Raynor. U Rochester. The Perceptual Span and Peripheral Cues in Reading. \$8,000.
- L. Wendell Rivers. St Louis Inst of Black Studies. Black Language A Moderator Variable in Intelligence. \$66,938.
- Edward E. Smith. Stanford. Visual and Semantic Processing of Letters and Words. \$19,455.
- Franklin C. Southworth. U Pennsylvania. The Acquisition of Language Structure. \$51,193.
- Thomas R. Trabasso. Princeton. Reasoning and Cognition. \$40,016.
- Virginia V. Valian. CUNY Grad Schl and U Ctr. The Role of Linguistic Structure in Speech Processes. \$7,036.
- David H. Warren. UC-Riverside. Visual Auditory Factors in Early Reading Ability. \$7,019.
- Joyce Weil. SUNY Downstate Med Ctr. Methods to Analyze Temporal Relations in Language. \$7,419.

1. **THE
WHISTLER**

2. **THE
ANGRY SEA**

3. **WINDS
OF VIRTUE**

4. **THE
QUIET MAN**

5. **THE
MONKEY'S
PAW**

6. **TALE
FROM
TANGIER**

Reading and Exercise Series

Books 1-4 by Jean N. Dale and
Willard D. Sheeler

Books 5-6 by Jean N. Dale

These contemporary, inexpensive and attractively illustrated paperback readers are ideal for English as a Second Language learners and for reading skill development instruction in standard classrooms. The readers contain adapted and original fiction and non-fiction. With sophisticated themes, the books appeal to the adult learner as well as the younger student.

Each of the stories in Books 1 through 4 is followed by exercises for vocabulary development, comprehension and grammatical structure. In Books 5 and 6, in-depth discussion questions follow each story. Students are guided in the writing of paragraphs of chronological and spatial order, classification, comparison and contrast, generalization, hypothesis and proposal.

Pre-recorded tapes with a variety of native speaker models present the readings and lead the student through the exercise material.

Books 1-6, \$1.95 each

Pre-Recorded Tapes

Books 1, 2, 5 and 6	6 Full-track tapes	\$40.20
	3 Two-track tapes	\$20.10
	3 Cassettes	\$19.75

Books 3 and 4	3 Full-track tapes	\$33.50
	3 Two-track tapes	\$20.10
	3 Cassettes	\$19.75

Please write for free brochures describing other Oxford materials in Linguistics, in English as a Second Language and Basic English Language Skills. We will be pleased to consider requests for examination copies.

English Language Teaching Department
OXFORD UNIVERSITY PRESS
200 Madison Avenue
New York, New York 10016

The Linguistic Reporter

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

nonprofit organization
U S POSTAGE
PAID
WASHINGTON, D C
PERMIT NO 41429

a newsletter in applied linguistics
The Linguistic REPORTER

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

CAL AIDS NCES SURVEY

The National Center for Educational Statistics (NCES) of DHEW is charged with the responsibility of determining the number of people in the U.S. who are "limited" in their English proficiency and thus in need of bilingual education. NCES must report this number to Congress, broken down by language group and state, by July 1977. To accomplish this task NCES is doing several large surveys. One of these is school-based—obtaining data from school officials about their non-English speaking populations and programs—and the other will obtain language data directly from households. The latter survey will be conducted for NCES by the Bureau of the Census in conjunction with another survey to estimate the number of children in need of poverty assistance programs. Approximately 190,000 households will be surveyed across the U.S. of which perhaps 25,000 can be expected to have a language other than English spoken in them.

NCES asked the Center for Applied Linguistics to develop the measurement "instrument" by which any given individual in a household could be classified as either limited in his/her knowledge of English or not. CAL devised such an instrument in the form of a series of questions to be asked by the Census interviewer and which could be expected to be highly predictive of more direct measures of English proficiency. The questions included self-rating questions ("How well do you speak/understand English?") and language use questions ("What language do you speak with your best friend?"). The questions were field tested last summer in Miami, El Paso, San Francisco, and on the Navajo Reservation and were forwarded to NCES in October. The survey is to be conducted in April, May, and June of 1976.

2nd International Conference of Contrastive Analysis Projects

Fifty linguists and teachers of English from nine countries attended the Second International Conference of English Contrastive Analysis Projects held in Bucharest, Romania, November 20-23, 1975 at the University of Bucharest.

Papers and discussions focused on three areas: languages in contact, theory and methodology of contrastive analysis, and psycholinguistics and error analysis. Reports were also given on the four CAL-affiliated contrastive projects in Romania, Yugoslavia, Poland and Hungary and on the Finnish-English contrastive project at the University of Jyväskylä.

Dumitru Chişoran, Dean of the Faculty of Germanic Languages of the University of Bucharest and Director of the CAL-sponsored Romanian-English Language Project, served as host. David DeCamp represented the Center for Applied Linguistics. Other participating institutions were: the Linguistic Institute of the University of Zagreb, Yugoslavia; the Institute of English, Adam Mickiewicz University, Poland; the Linguistic Institute of the Hungarian Academy of Sciences, Budapest; University College, London; the Sorbonne, Paris; the Universities of Göttingen, Trier and Bochum, West Germany; the University of Jyväskylä, Finland; the Universities of Cluj, Timişoara, Braşov and Sibiu, Romania; the Institute for Research in Ethnography and Dialectology, Bucharest; and the Institute for Computing Techniques, Bucharest.

Cuts Proposed in '76 Ed Spending

On November 18, 1975 President Ford asked Congress to approve a staggering \$1.3 billion in rescissions to the 1976 educational appropriation, citing as his primary reason the need to "avoid excessive Federal spending." If approved, the rescissions would reduce funding for programs in linguistics and related fields by the following amounts: language and area studies, \$6 million; bilingual education, \$27.77 million; grants for the disadvantaged, \$150 million; right to read, \$5 million; follow through, \$17 million; and ethnic heri-

See Cuts—4, Col. 1

Featured Inside . . .

Linguists Wanted	3
Meetings & Conferences	4-5, 7
New Journals	6
News Briefs	4

CONFERENCE FOCUSES ON LANGUAGE CONTACT

The recent conference on German in Contact with Other Languages held at the University of Essen was a new kind of venture in language conferences, combining papers on language acquisition and loss with others on processes of simplification and pidginization. The German spoken by immigrant workers (*Gastarbeiterdeutsch*) in the Federal Republic was a major focus of the conference, and a workshop on research methods as well as an open forum on school language policies were associated with the conference.

Discussion at the conference kept returning to the key issues of what constitutes simplification, the differences between errors of interference and developmental errors, and social factors in language acquisition and language change. The papers which were read represented work at twelve different universities in Germany, Australia, and the U.S. and ranged in topic from pidgin German in New Guinea to British children learning German in Kiel, from a trilingual child in Hamburg to adult students of English in Essen, from a bilingual German-Slovenian community in Austria to a Pennsylvania German community. The common elements of acquisition theory and German structure made it possible for the participants to contribute directly to one another's work in spite of the different settings of language use represented. Something approaching consensus was reached on such points as these: (a) universals of relative simplicity play a significant role in (first and second) language acquisition and in pidginization processes, but many other factors are involved; (b) transfer or interference phenomena are not natural and essential in all aspects of second language acquisition, being more likely in phonology, lexical matching, inflectional categories, and prepositions than in much of syntax and more likely in classroom teaching than in 'natural' undirected (*ungesteuert*)

acquisition; (c) conventionalized simplified language varieties of the 'foreigner talk' kind exist but are highly variable and their role in pidginization complex.

The conference was held December 11-13, 1975. Contributors whose papers or reports were discussed were: M. Clyne (Monash), N. Dittmar and W. Klein (Heidelberg), S. H. Felix (Kiel), C. A. Ferguson (Stanford and SOAS), J. A. Fox (Stanford), G. G. Gilbert (S. Illinois), H. Griese (Hannover), J. J. Gumperz (UC Berkeley), V. Heitfeldt (Essen), E. Lattey (Tübingen), C. H. Molony (Essen), P. Mühlhäusler (Australian National U), J. M. Meisel (Wuppertal), E. Oksaar (Hamburg), J. Raith (Essen), and H. Zobl (Essen).

The workshop, which was supported in part by the Deutsche Forschungsgemeinschaft, lasted two and a half days. The participants discussed the methods and goals of research projects on *Gastarbeiterdeutsch* at Heidelberg, Wuppertal, Berlin, and Essen; it was conducted by W. Stölting and J. Meyer-Ingwersen of the University of Essen's German department.

The organizers of the conference plan to publish a volume containing revised versions of the papers, a report on the workshop, and a summary of the discussion. The book will be edited by C. H. Molony, W. Stölting, and H. Zobl. (For further information on the conference or the publication, write to Dr. Carol Molony, Universität Essen FB3, 43 Essen 1, Postfach 6843, Fed Rep of Germany.)

A similar conference on Romance Languages in Contact with Non-Romance Languages, conceived and organized independently of the Essen conference, will be held at the University of Wuppertal in March 1976. (For further information write to Prof. Dr. J. M. Meisel, Gesamthochschule Wuppertal, Fachbereich Sprache- und Literaturwissenschaft, D56 Wuppertal 1, Hofkamp 86, Fed Rep of Germany.)

Director Rudolph C. Troike, *Deputy Director and Associate Director for Information Services* A. Hood Roberts, *Associate Director for International Activities* David DeCamp, *Associate Director for Domestic Activities* Roger W. Shuy; *Associate Director for Planning and Administration* John H. Hammer, *Comptroller* Walter P. McIntosh
Editor Begay B. Atkinson; *Managing Editor* Marcia E. Taylor, *Associate Managing Editor* Diane Bartosh.

The Center for Applied Linguistics, established in 1959 through a grant from the Ford Foundation, is an independent non-profit professional organization dedicated to the application of the findings of linguistic science to the solution of educational and social problems. The Center carries out policy studies, research and development, and information dissemination in areas relating to language and linguistics, and works to promote cooperation between linguistics and other disciplines.

The *Linguistic Reporter*, the Center's newsletter, is published 9 times a year. Subscriptions are entered on an academic year basis only, with each new volume beginning in September and concluding in June of the following year. Editorial communications, advertisement inquiries, and books for review should be directed to the Editor, *The Linguistic Reporter*, CAL, 1611 N Kent St, Arlington VA 22209. Communications concerning subscriptions should be directed to the Subscriptions Secretary at the same address. Permission is granted for quotation or reproduction from the LR provided acknowledgement is given. *Subscription rates* \$4.50; \$9.50 (domestic airmail), \$14.50 (foreign airmail).

Board of Trustees Arthur S. Abramson, Sec-Treas. LSA and Prof. of Ling., U. Connecticut; Ex-officio, Charlotte K. Brooks, Adjunct Prof. of Eng., American U.; John Elmendorf, Consultant, Academy for Educational Management; Charles A. Ferguson, Prof. of Ling., Stanford; Morris Halle, Prof. of Ling., MIT; Dell H. Hymes, Dean, Sch. of Ed., U. Pennsylvania; Ilse Lehiste, Prof. of Ling., Ohio State U.; Winfred P. Lehmann, Prof. of Ling., U. Texas-Austin; †Albert H. Marckwardt, Princeton; George A. Miller, Prof., Rockefeller U.; Herbert H. Paper, Prof. of Ling., U. Michigan; Dillon Plutero, Dir. Navajo Div. of Ed., Navajo Nation; Eugene B. Power, Retired Pres. Univ. Microfilms; Malcolm D. Talbot, Pres., Rutgers Univ. Foundation; William Turnbull, Educational Testing Service; Gordon B. Turner, Vice Pres., ACLS; Jack H. Vaughn, Pres., Planned Parenthood Federation of America.

linguists wanted

Note: A fee of \$10.00 is charged for each listing of positions available at institutions. Payment should accompany entry, but 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. Advertisements are not accepted from organizations which do not subscribe to an Affirmative Action/Equal Opportunity policy. The LR reserves the right to edit all position descriptions

The Eng Dept at Iowa State U will have 2 openings, starting September 1976. Position 1: Asst prof in English linguistics. PhD, specialty in phonology and dialectology, and secondary capability in applied linguistics/EFL desirable. Teach introductory and advanced linguistics courses and freshman composition, as well as some EFL if appropriate. Preference will be given to candidates with Eng Dept background, but not in historical linguistics. Position 2: Instructorship in EFL. MA or ABD required. Teach in course program in English serving foreign graduate and undergraduate students, as well as in an intensive EFL institute. Duties may also include teaching some freshman composition or introductory linguistics. Contact: Ronald R. Benson, Chmn, Dept of Eng, 203 Ross Hall, Iowa State U, Ames IA 50010.

U Utah has an opening for a Semitic linguist. PhD by Sept 1, 1976 required. Applicant should be able to teach Semitic linguistics (both descriptive and historical), general linguistics, Arabic dialectology, and all levels of Arabic. Send vita to: Wick R. Miller, Dir, Ling Prog, or Khosrow Mostofi, Dir, Mid East Cntr, U Utah, Salt Lake City UT 84112.

U Minnesota may have an opening for an asst prof of ESL or linguistics. PhD with appropriate specialization and ESL experience required. Duties will include teaching freshman composition to foreign students, supervision of ESL classes, and teaching in the graduate ESL program. Send vita and 3 letters of recommendation to: Betty W. Robinett, Dir, Prog in ESL, U Minnesota, 152 Klaeber Ct, Minneapolis MN 55455.

The BESL Cntr of Lancaster-Lebanon Intermediate Unit 13 is seeking a specialist in bilingual education. Position is for teacher training in reading, both in English and in Spanish. Qualifications: Degree in

TESOL, Spanish fluency, and elementary education background. Write: Carolyn W. Ebel, Dir, BESL Cntr, 100 Franklin St, New Holland PA 17557.

U Autonoma de Guadalajara periodically has openings in its applied linguistics program and in its English language program. MA or PhD required. Teaching experience in such areas as socio/psycholinguistics, field methods, semantics, language testing, etc. desirable. A speaking knowledge of Spanish is essential. Salary: \$400-\$800 per month. Write: Alvaro Romo de la Rosa, U Autonoma de Guadalajara, Apt Postal 1-440, Guadalajara, Jalisco, Mexico.

U Kansas anticipates a new position for a *spclst in American Indian languages*. Duties: conduct research; direct graduate students; teach syntax/semantics or comparative/historical linguistics. Send resumes to: David A. Dineen, Chmn, Dept of Ling, U Kansas, Lawrence KS 66045.

Note: Because of a recent change in policy, the Department of Linguistics of Georgetown U will not be recruiting for new faculty, despite any announcements that may have appeared earlier.

book notice

Essays on The Sound Pattern of English, edited by D. L. Goyvaerts and G. K. Pullum. Ghent, Belgium, E. Story-Scientia, 1975. \$32.00.

The publication of *The Sound Pattern of English*, by Noam Chomsky and Morris Halle, in 1968 made the theory of generative phonology accessible to the general public for the first time, and exemplified its application in depth to the study of English phonology. It provided the basis for a great deal of descriptive and theoretical work as well as provoked numerous discussions, criticisms, and re-analyses.

The essays contained in this book consist of reprints of some of the more significant articles and reviews which have appeared since 1968, a number of papers previously available only in privately circulated or mimeographed versions, and original contributions expressly solicited by the editors. Contributors include: Kenneth C. Hill, Morris Halle, James Hoard, D. Terence Langendoen, Robert P. Stockwell, William S-Y Wang, and Sanford A. Schane.

news briefs

The Scope of American Linguistics, the first of 3 volumes of the proceedings of the LSA's Golden Anniversary Symposia, has recently been published by Peter de Ridder Press. Edited by Robert P. Austerlitz (Columbia U), this publication costs \$7.00 and is available from: Bloomfield Distribution Group, PO Box 841, Bloomington IN 47401. Volume II, *American Indian Languages and American Linguistics* (edited by Wallace L. Chafe, UC Berkeley), and Volume III, *The European Background of American Linguistics* (edited by Henry M. Hoenigswald, U Pennsylvania), will be available in early 1976 from the same distributor. . . . **The Ford Foundation** has awarded U Paris III a grant of \$30,000 for a study of the linguistic and socio-historical features of the Moslem peoples of the Caucasus. Principal investigators on the project are Georges Dumezil (Coll de France), Georges Charachidze (U Paris III), Catherine Paris (Cntr Nat'le de la Recherche Scientifique), Patrice Pognan (U Bordeaux III), and Jean Grail (Biblio Nat'le). . . . *The 1975-76 Directory of Visiting Lecturers and Research Scholars*, published by the Council for International Exchange of Scholars, is now available. The *Directory* lists, with brief biographical data, over 500 scholars from 65 countries who will be in the U.S. during the 1975-76 academic year under the sponsorship of the Fulbright-Hays program. These scholars represent a wide range of disciplines, including languages and linguistics. Copies of the *Directory* are available free from: Council for Int'l Ex of Scholars, 11 Dupont Circle, NW, Washington DC 20036. . . . **CAL** has received some additional responses to its inquiry about college courses offered in sign: *Hampshire College* (MA) offers a course on American Sign Language which features three hours of silent language instruction and one or more hours of linguistics per week. *Stanford's* Special Language Program (Linguistics Dept) offers a sign course "Signing Exact English." *U Texas at El Paso* offers a senior-level course, Dectylology, which teaches the use of sign language and finger spelling in teaching, counseling, and communicating with the manually deaf.

CUTS—from page 1

tage studies, \$1.8 million.

Congress has a total of 45 (continuous session) days in which to approve the President's proposal through a rescission bill cancelling the budget authority previously made available. If such action is not taken, then monies will automatically be made available for obligation to the various programs. At press time it seemed unlikely that the President's proposal would be acted upon within the time limit specified.

meetings and conferences

- February 14-16. 2nd Annual Meeting of the Berkeley Linguistics Society, Berkeley CA. (Write: Berkeley Linguistics Society, c/o Inst of Hum Learning, Bldg T-4, UC-Berkeley CA 94709.)
- February 18-24. American Association for the Advancement of Science, 142nd. Boston MA.
- February 19-20. Conference on Medieval Grammar. Davis CA.
- February 19-21. 3rd Natl Conference on Multicultural Curriculum and Materials. San Francisco CA.
- March 3-8. Convention of Teachers of English to Speakers of Other Lang, 10th. New York NY.
- March 11-13. Georgetown U 27th Annual Round Table. Washington DC. (Write: Clea Rameh, Chmn, Georgetown U Round Table, Georgetown U, Washington DC 20057.)
- *March 13-14. Annual Conf on Ling of the Intl Ling Assn, 21st. New York NY.
- March 14-15. North American Conference on Afro-asiatic Linguistics, 4th, and American Oriental Society. Philadelphia PA.
- March 19-21. Association for Asian Studies. Toronto, Ontario, Canada. (Write: Ms. Johnson, Admin Officer, AAS, 1 Lane Hall, U Michigan, Ann Arbor MI 48104.)
- March 21-24. Association of Teachers of Japanese. Toronto, Ontario, Canada.
- March 25-27. Conference on Composition and Communication. Philadelphia PA.
- March 25-27. Northeast Conference on the Teaching of Foreign Languages. New York NY.
- *March 26-28. Annual Symposium of U Wisconsin-Milwaukee Ling Grp, 5th. Milwaukee WI. [See LR 18:5 p 7]
- *April 1-3. Annual Kentucky Interdisciplinary Conference on Linguistics, 2nd. Richmond, KY. [See LR 18:5, p 7]
- April 2-4. 8th Annual Child Language Research Forum. Stanford CA.
- April 3-5. Annual Meeting of the Linguistics Association of Great Britain. Edinburgh, Scotland.
- April 4-9. Council for Exceptional Children, 54th. Chicago IL.
- April 5-9. International Conference of Nordic and General Linguistics, 3rd. Austin TX.
- April 6-9. Acoustical Society of America. Washington DC.
- April 9-10. College English Assn. Cincinnati, OH.
- April 11-16. Association for Childhood Education International. Salt Lake City UT.
- April 19-23. American Educational Research Association. Las Vegas NV.

meetings and conferences

- April 20-24. Congress of the International Association for the Study of Italian Language and Literature, 9th. Palermo, Italy.
- April 22-24. University of Kentucky Foreign Language Conference. Lexington KY.
- April 22-24. Central States Conference on the Teaching of Foreign Languages. Detroit MI.
- April 22-24. Southwest Areal Language and Linguistics Workshop, 5th. San Antonio TX.
- April 22-25. Chicago Linguistic Society. Chicago IL.
- April 23. Colloquium on Contemporary Methods of Literary Analysis: Second Colloquium on Hispanic Texts. Jamaica NY.
- April 23-25. Conference on African Linguistics. 7th. Gainesville FL.
- April 30-May 5. 5th Annual Intl Conference in Bilingual/Bicultural Education. San Antonio TX. (Write: Albar Peña, U Texas, San Antonio TX 78230.)
- *May 2-5. Natl Assn of Bilingual Educators. San Antonio TX. (Write: Albar Peña, Dir, Div of Multicultural/Multilingual Studies, U Texas, San Antonio TX 78230.)
- May 6-8. Conference on Perspectives on Language. Louisville, KY.
- June 21-26. Conference on the Psychology of Language. Stirling, Scotland.
- *June 28-July 9. Cornell U Workshop in Language Testing. Ithaca NY. [See LR 18:5 p 7]
- *June 28-August 20, 1976. LSA Linguistic Inst. Oswego NY. (Write: Carol F. Justus, Dir, 1976 Summer Ling Inst, Ling Prog, SUNY-Oswego, Oswego NY 13126.)
- June 28-July 2. International Conference on Computational Linguistics. Ottawa, Ont, Canada.
- June 28-July 26. 2nd Annual Summer Inst on the Teaching of Science and Technology. Seattle WA. (Write: Louis Trimble, 359 Loew Hall FH-40, U Washington, Seattle WA 98195.)
- July 2-4. Conference on American Indian Linguistics and Native American Festival. Oswego NY. (Write: Lyle Campbell, Dept Anthro, SUNY, Albany NY 12222.)
- *July 10-16. World Educator's Conf. Honolulu HI. [See LR 18:5 p 7]
- July 24-25. Colloquium in Hispanic and Luso-Brazilian Linguistics. Oswego NY.
- *July 24-30. Brazilian Ling Seminar, 9th. Porto Alegre, Brazil. (Write: F. Gomes de Matos, Centro de Lingulstica Aplicada Yázigi, Av 9 de julho 3166, São Paulo, SP 01406, Brazil.)

See Meetings & Conferences—6, Col 2

Cornell Seeks Applicants for 1976-77 FALCON Program

In response to the continuing need for an accelerated program enabling graduate and undergraduate students and other qualified persons to gain a working proficiency in Asian languages, Cornell University is again inviting applications for FALCON, its special intensive language program. The program, designed and supervised by the linguistics faculty, allows students to take as many as 1,200 hours of supervised classroom and laboratory work in a 1-year period.

Courses offered for 1976-77 include the following:

• *Chinese and Japanese*: June 1976-May 1977. Beginning Chinese and Japanese students start the program in June; students with sufficient preparation may join at the intermediate level in the Fall term. Applications will also be accepted for beginning intensive study in these languages for Summer 1976 only. Instruction will be given in Chinese June 7-July 30, 1976, and in Japanese June 21-August 13.

• *Indonesian (Malay)*: August 1976-May 1977. Beginning Indonesian students start the program in the Fall term. During the 9-month intensive program there are approximately 960 hours of supervised classroom and laboratory work.

• *Sinhala*: June 14-August 6, 1976. Intensive study in Sinhala (Sinhalese) will be offered during the Summer Program only.

Initial application for FALCON should be made immediately, with final application due not later than May 1, 1976. It is anticipated that some fellowship support will be available. For application forms, descriptions of courses, details on financial aid, and a schedule of intermediate deadlines write: Dir, FALCON, Dept of Modern Langs and Ling, Cornell U, Morrill Hall, Ithaca NY 14853.

NDEA Title VI Proposals Open

Proposals are now being accepted for contracts under the Foreign Language and Area Studies Program (Sec 602, Title VI, of the National Defense Education Act). Proposals should be for one of the following: (1) studies and surveys to determine the need for increased or improved instruction in modern foreign languages and related fields; (2) research on training methods for use in such languages and related fields; (3) development of specialized materials for use in training students and language teachers.

Deadline for receipt of proposals is February 2, 1976. Send to: US Office of Ed, Application Control Cntr, 400 Maryland Ave, SW, Washington DC 20202; Attn: 13.436. The priorities and funding criteria were published in the October 29, 1975 issue of *The Federal Register*.

Italian Americana. Published by Queens Coll, CUNY, and SUNY-Buffalo. Semi-annually. Editors. Ernest S. Falbo and Richard Gambino. Subscription: \$10.00; \$5.00 student. All correspondence to: Ernest S. Falbo, Ed, Italian Americana, SUNY-Buffalo, 1360 Elmwood Ave, Buffalo NY 14222.

A cultural and historical review devoted to "the Italian experience in the New World." Although issues to date have focused almost exclusively on historical and cultural aspects, the journal is very receptive to articles on language and linguistics, with special attention to language and linguistic assimilation. Contributions in this area are now being actively solicited and may be addressed either to the Editor or to: Robert J. Di Pietro, Dept of Ling, Georgetown U, Washington DC 20057.

BESL Reporter. Published by the Bilingual/ESL Lang Ctr of Lancaster-Lebanon Intermediate Unit 13. 4 times a year. First issue: January 1975. Subscription: free. All correspondence to: Carolyn W. Ebel, BESL Cntr, 100 Franklin St, New Holland PA 17557.

This newsletter is designed to give the classroom teacher practical ideas for teaching non-English-speaking students in grades K-12. Contains a pull-out lesson plan for immediate classroom use. Each issue focuses on a special topic, such as culture, testing, or materials.

Guggenheim Foundation Awards Linguistic Research Grants

The John Simon Guggenheim Memorial Foundation awarded nearly 300 fellowships in 1975, of which 8 were for research in linguistics and related fields. Recipients of these awards were: Joan W. Bresnan (MIT), studies in linguistic theory and on the structure of English; Herbert H. Clark (Stanford), pragmatics and the comprehension of language; Richard N. Frye (Harvard), historical folklore and dialects of Fars province; Robin T. Lakoff (UC Berkeley), theoretical studies on the relation between language form and language use; Ilse Lehiste (Ohio St), word and sentence prosody in Serbocroatian; Sally McLendon (Hunter Coll and Grad Cntr, CUNY), an investigation of syntax and semantics in an ergative language; D. R. Reddy (Carnegie-Mellon U), studies in the computer processing of speech; John R. Searle (UC Berkeley), a philosophical and linguistic study of uses of language.

Canada Hosts Conference on Minority Immersion Education

A Research Conference on Immersion Education for the Minority Child, sponsored by the Language Programs Branch of the Secretary of State of Canada, was held November 20-22 in Montreal. Participants included researchers and educators involved in French and Spanish immersion programs in Canada and the U.S. The main goals of the conference were to: (1) summarize what past research has shown; (2) suggest further areas of research; (3) discuss design and methodology for research in French immersion programs; (4) centralize and disseminate information on research involving French immersion.

The proceedings of the conference will appear in a future issue of *The Canadian Modern Language Review*.

MEETINGS & CONFERENCES—from page 5

July 28-31. Philippine-American Communication Conference, 1st. Manila, The Philippines.

July 30-August 1. LSA Summer Meeting. Oswego NY.

*August 12-14. Intl Conf on Salishan Langs, 11th. Seattle WA. (Write: Carol M. Eastman, Dept of Anthro, U Washington, Seattle WA 98195.)

August 17-19. World Congress of the International Reading Association, 6th. Singapore.

*August 26-29. Lang Assn of Eastern Africa, 3rd. Nairobi, Kenya. [See LR 18:5 p 7]

August 28-31. World Congress of Phoneticians, 3rd. Tokyo, Japan.

August 28-30. European Linguistics Society. Salzburg, Austria.

September 1-4. International Phonology Meeting, 3rd. Vienna, Austria.

1977

March 29-31. Annual Meeting of the Linguistics Association of Great Britain. Birmingham, England.

August 29-September 2. XIIth International Conference of Linguists. Vienna, Austria.

*Indicates first listing for conference. Full details on all other items in the above list will be found in previous issues of the *Linguistic Reporter*.

The National Indochinese Clearinghouse operates a toll-free hot line to aid persons involved in Vietnamese and Cambodian refugee education. Educators needing help in this area should call 800-336-3040.

The 7th Annual Conference on Applied Linguistics, sponsored by the Eng Lang Inst of U Michigan, will be held January 30-31, 1976. Speakers include Kenneth Pike (U Michigan) and William Stokoe (Gallaudet Coll). The theme of the conference is "Non-Verbal Communication." Discussions will deal with topics in non-verbal communication in the Spanish and Black cultures, sex differences in non-verbal communication, and linguistic research in sign language for the deaf. Contact: U Michigan Extension Service, Dept of Conf and Inst, 412 Maynard St, Ann Arbor MI 48104; (313) 764-5304.

The U Wisconsin-Milwaukee Linguistics Group will sponsor its Fifth Annual Symposium March 26-28, 1976. Topics scheduled for discussion include bilingualism, language typologies, and the reliability of linguistic intuitions. For further information write: Robert Hanson, Dept of Ling, U Wisconsin, Milwaukee WI 53201.

The 2nd Annual Kentucky Interdisciplinary Conference on Linguistics will be held April 1-3, 1976 at Eastern Kentucky U. Theme: Language Today. Keynote speaker: Raven I. McDavid, Jr. A special feature of this year's conference will be a Symposium on Language Learning and Attitudes toward Dialect. Deadline for 1-page abstracts: January 15, 1976. Write: Wietse de Hoop, Prog Dir, Kentucky Interdisc Conf on Ling, Eastern Kentucky U, Richmond KY 40475.

A Parasession on Diachronic Syntax will be held April 22, 1976 in advance of the 12th Regional Meeting of the Chicago Linguistic Society. The Parasession will explore the nature, mechanisms, and causes of syntactic change, as well as investigate the question of how a theory of grammar should represent syntactic change. Organizers of the session also hope that relevant evidence will be brought to bear on the topic from areas such as language acquisition, creolization, and dialect (past, present, and future) variation. For further information write: Chicago Linguistic Society, 205 Goodspeed, 1050 E 59th St, Chicago IL 60637.

The Dept of Modern Langs and Ling at Cornell U will sponsor a **Workshop in Language Testing** June 28-July 9, 1976. The workshop will be concerned primarily with techniques in testing spoken language proficiency. Participants will have extensive opportunity to observe and participate in face-to-face language tests. For further information write: Randall L. Jones, Dept of Modern Langs and Ling, Cornell U, Morrill Hall, Ithaca NY 14853.

The World Educator's Conference will be held July 10-16, 1976 in Honolulu HI. The theme of the conference is "Multicultural Education." Its purpose is to bring together classroom teachers, curriculum developers, researchers, and business, community, and government leaders to discuss 4 major areas of multicultural education: communication styles in different cultures, cultural value systems and behavior, curriculum materials for culturally diverse classrooms, and cultural pluralism and future goals for education. For further information write: Loretta Krause, Exec Dir, World Educator's Conference, Curriculum Research and Devlpt Group, U Hawaii, 1776 Univ Ave, Honolulu HI 96822.

The 3rd Conference of the Language Association of Eastern Africa will be held August 26-29, 1976 in Nairobi, Kenya. The theme of the conference is "Communication in a Multilingual Region." A call for papers has been issued. Papers must be based on original research, and those dealing with particular problems of communication between language groups, social strata, governments, etc. are especially welcome. The main focus will be on the Eastern Africa region, but papers dealing with other regions will be considered if they are relevant to the problems of Eastern Africa. Abstracts must be submitted by January 31, 1976 to: The Exec Sec, Lang Assn of Eastern Africa, PO Box 7062, Kampala, Uganda.

Study Launched on Reading And the Spanish-Speaking Child

Theodore Andersson (U Texas-Austin) is currently organizing a 6-year longitudinal study to determine the interest that preschool Spanish-dominant children have in learning to read and subsequently teaching these children to read, first in Spanish, then in English. The study will be conducted on 2-6 year old Mexican American children from the Austin area whose parents have expressed interest in the project. Teaching techniques will be based on those developed by Glenn Doman in *How to Teach Your Baby to Read* and by Ragnild Soderbergh in *Reading in Early Childhood*.

The study is motivated by Dr. Andersson's desire to "so prepare the preschool Mexican American child that he begins school with a readiness to learn that is not only equal but actually superior to that of his English-speaking classmates."

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

nonprofit organization
U S POSTAGE
PAID
WASHINGTON, D C
PERMIT NO 41429

a newsletter in applied linguistics
The Linguistic
REPORTER

Published by the Center for Applied Linguistics, 1811 North Kent Street, Arlington, Virginia 22209

NIE Sponsors Bilingual Symposium

On December 27-28, 1975 the National Institute of Education sponsored a symposium designed to promote exchange between research linguists and education practitioners in order to develop research priorities relevant to bilingual education needs. The Symposium, entitled "Bilingual Symposium—Building a Research Agenda" was coordinated by the Center for Applied Linguistics and held in connection with the 50th Annual Meeting of the Linguistic Society of America in San Francisco

Eight prominent linguists presented overviews of research to date and primary theoretical questions of their area of specialization. Participating linguists were: Deborah Keller-Cohen, U Michigan; Bruce Fraser, Boston U; Harry Whitaker, U Rochester; Arnold Zwicky, Ohio St U; John Lawler, U Michigan; Charles Pyle, U Michigan; Ralph Fasold, Georgetown U; and Joel Sherzer, U Texas-Austin. Topics such as developmental psycholinguistics, syntax, pragmatics and the ethnography of communication were treated. After each presentation, school district personnel, teacher trainers, or parents involved in bilingual education discussed the impact of the research for program planning, implementation and development. Finally, in discussion and summary sessions, participants suggested topics in linguistics which needed to be further researched which could have significant impact on bilingual education programs.

The 16 discussants and the more than 400 people who attended the Symposium drew attention to the immediate need for sound research interpreted into practical procedures and activities appropriate for bilingual classrooms. Linguistic research, they felt, should provide information necessary for the proper

See Symposium—6, col 1

Featured Inside . . .	
Book Notices	4
Linguists Wanted	5
Meetings & Conferences	3, 6
News Briefs	8

ILI SCHEDULED FOR TUNIS

Plans are nearing completion for the International Linguistic Institute (ILI), the Tunis continuation of the Middle East Linguistic Institutes begun in Cairo in 1973. ILI will be held for five weeks, from July 5 through August 12, at the Bourguiba Institute of Modern Languages, with Mohamed Maamouri as director.

An international faculty of at least 14 will offer a wide range of linguistic courses for postgraduate students and postdoctoral fellows from the Mediterranean area. A limited number of small scholarship grants is available to help defray travel and living expenses. Applications for these grants and inquiries for further information should be sent before May 1 to Mohamed Maamouri, Directeur, Institut Bourguiba des Langues Vivantes, 47, Avenue de la Liberté, Tunis, Tunisie.

Courses in linguistic theory will be offered in 1976, but it is expected that this Institute will have a more practical and applied direction, with greater participation from school inspectors and classroom teachers of English, Arabic, and French. Specialists in the teaching of Arabic and French will therefore be included in the faculty. The faculty will include John Robert Ross of the Massachusetts Institute of Technology and David DeCamp of the Center for Applied Linguistics and the University of Texas.

NEW DRAFT FOR NDEA TITLE VI

NDEA Title VI is in the process of being restructured to include two new vital areas: the national need for highly trained specialists in the languages and cultures of other countries and regions, and the need for general citizen awareness of, and education about, matters related to global interdependence. The new legislation is being developed by ACE's International Education Project (IEP) in conjunction with key congressional staff members. IEP is soliciting any ideas which would help strengthen the case for reauthorization of the existing NDEA Title VI program. They are interested in identifying the specific types of activities and projects to be included under "Citizen Education." Additionally, they are seeking information on

See Title VI—3, col. 2

CIES Announces 1977-78 Fulbright-Hays Awards

The Council for International Exchange of Scholars (CIES), in cooperation with the Department of State, will administer the senior Fulbright-Hays program for the 1977-78 academic year. More than 500 awards for university lecturing and postdoctoral research in over 75 countries will be made available to US citizens with a doctorate or college teaching experience (openings in specific fields of specialization to be announced in April 1976). Awards under the program generally consist of maintenance allowance for grantee and family, roundtrip travel for grantee only, and other allowances as offered by host country. Deadline for application is usually July 1. Requests for announcement of openings, indicating preferred countries and/or geographic areas and probable dates of availability, should be addressed to: CIES, 11 Dupont Cr, Washington DC 20036.

Applications for 1976-77 are at present under review, but some awards remain open to application. Inquiries about remaining openings are welcomed.

CIES also administers a program for foreign senior scholars who receive Fulbright-Hays grants through application to agencies in their home countries. Each year approximately 500 foreign scholars are awarded grants to come to the US after arrangements are made for lecturing or research assignments at American institutions. Colleges or universities interested in having a foreign Fulbright-Hays scholar on campus during 1976-77 should write to the Council as soon as possible.

Brazil's Centro Ten Years Old

Brazil's Centro de Linguística Aplicada will celebrate its tenth anniversary on March 2, 1976. In its ten-year history the Centro, under the direction of Francisco Gomes de Matos, has organized eight Brazilian Linguistics Seminars in Applied Linguistics and has administered four Brazilian Linguistic Institutes under an agreement with the Ford Foundation. The Centro publishes a bi-monthly newsletter—*Creativity: New Ideas in Language Teaching*—sent free (on an exchange basis) to individuals and institutions abroad. Additionally, many language teaching materials have been produced by the Centro's staff. The Centro is concerned with many areas of applied linguistics and has recently developed a program which uses sociolinguistic concepts as a basis for sensitizing learners to variation (politeness scale, syntactic empathy).

A branch of the Centro was opened December 3, 1975 in Porto Alegre, capital of Brazil's southernmost state, Rio Grande do Sul. Further information on CLARGS can be obtained from: Wilson Juarany, Dir, Av. Protásio Alves 2301, Porto Alegre, RGS, Brazil.

book notices

The Psychology of Language: An Introduction to Psycholinguistics and Generative Grammar, by J.A. Fodor, T.G. Bever, and M.F. Garrett. New York, McGraw Hill, 1974. 537 pp. \$16.00

This book views psycholinguistics from the special perspective of three scholars who have worked in the MIT tradition, and represents the most complete and coherent collection of their ideas to appear thus far. The first half of the book deals with Chomskian linguistic theory and its meaning for psycholinguistics. The authors then report on empirical work in the areas of memory for sentences, sentence perception and production, and first language acquisition. The treatment of sentence perception is particularly extensive (98 pp), while the chapter on acquisition is relatively short considering the enormous expansion of that field in recent years.

Stormy Petrel in Linguistics, by Robert A. Hall, Jr. Ithaca NY, Spoken Language Services, Inc. 1975, vi, 230 pp. \$6.00.

This volume contains Hall's personal reminiscences covering the period 1931-1965. It attempts to "set the record straight" about certain "legends" concerning linguistics. Hall draws on his experience in Romance and general linguistics and provides a personal view of the development of these studies at a crucial period

See Book Notices—7, col 2

CAL • ERIC/CLL Series on Languages and Linguistics

Numbers 28 and 30, *A Bibliography of American Doctoral Dissertations in Linguistics: 1965-1967* (Nancy Jokovich) and *Children's Categorization of Speech Sounds in English* (Charles Read), have just been published by the CAL • ERIC Clearinghouse on Languages and Linguistics as part of the above Series. Number 28 is the first of a two-part update of the Center's publication *A Bibliography of American Doctoral Dissertations in Linguistics: 1900-1964* (Phillip Rutherford). Part II, to be published in spring 1976, will cover the years 1968-74. Number 30 is a joint publication with the National Council of Teachers of English. Until announcement in *Resources in Education*, a limited number of both publications will be available free. Write to Sophia Behrens, Editor, CAL • ERIC/CLL, Center for Applied Linguistics, 1611 North Kent Street, Arlington, Virginia 22209.

linguists wanted

Note: A fee of \$10.00 is charged for each listing of positions available at institutions. Payment should accompany entry, but 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. Advertisements are not accepted from organizations which do not subscribe to an Affirmative Action/Equal Opportunity policy. The *LR* reserves the right to edit all position descriptions.

The Chicano Studies Dept at U Minnesota is accepting applications for 2 asst professor positions in Chicano history, culture, folklore, sociology, and bilingual/bicultural education. Salary based on experience; PhD required. Applications accepted until Feb 15, 1976. Send resume with letter of application to: Manuel P. Guerrero, Chpsn, Chicano Studies Dept, 489 Ford Hall, U Minnesota, Minneapolis MN 55455

The ESL Section of the Dept of Eng at UCLA expects to fill a professional position in its graduate program in ESL for 1976-77. Applications are invited from PhD holders who are qualified to teach courses in bilingualism, teaching English to minority groups in the US, contrastive analysis, English teaching methods, and English language courses for foreign university students. Bilingualism in English and Spanish required. Letters of interest with brief resumes should be submitted to: Russell N. Campbell, Vice Chmn, Dept of Eng, UCLA, 405 Hilgard Ave, Los Angeles CA 90024.

U Dar es Salaam is inviting applications for a position as lecturer/senior lecturer in foreign languages and linguistics. Qualifications: native speaker competence in written and spoken English; PhD in English or Modern Languages or a related discipline such as linguistics or classical languages; background in general linguistics; experience in teaching English, transformational generative grammar, and general linguistic theory. Knowledge of Swahili a plus. Duties will include teaching English structure and modern developments in general linguistic theory (especially generative semantic theory) as well as supervising MA theses in English or linguistics. Applications in duplicate containing full details as to qualifications and experience and names and addresses of 3 references should be sent to: Chief Academic Officer, U Dar es Salaam, P.O. Box 35091, Dar es Salaam, Tanzania. (Note: applicants from the United Kingdom should also send a copy of their application to the

Secretary, Inter-U Council for Higher Ed Overseas, 90-91 Tottenham Ct Rd, London W1P 0DT, England.)

Southern Illinois U-Carbondale needs an asst professor for a continuing position in a program offering an MA in EFL or linguistics. Requirements: PhD; background and research interests in applied linguistics, particularly EFL/ESL theory/methodology and second language acquisition. Duties will include teaching contrastive linguistics and error analysis, practicum courses, and other ESL-related courses. Position to begin Aug 16, 1976. Deadline for application: Mar 7, 1976. Will interview at TESOL Convention. Send complete curriculum vitae and letters of recommendation to: Patricia Carrell, Chpsn, Dept of Ling, Southern Illinois U, Carbondale IL 62901

The Dept of Ling at U Alberta expects to make 2 appointments for the 1976-77 academic year. (1) Asst Professor. Requirements: PhD; teaching experience at the undergraduate and graduate levels; research areas from at least 2 of the following: psycholinguistics, language acquisition, experimental phonetics, or phonological theory. Salary: \$15,832-\$17,123, depending on experience. (2) Sessional Lecturer. 8 or 12 month appointment. Requirements: PhD or Master's en route to PhD; experience in teaching undergraduate courses including syntax, phonology, and phonetics. Salary (for 12 months): \$11,884 without PhD, \$15,184 with PhD. Send CV and 3 references to: Gary D. Prideaux, Acting Chmn, Dept of Ling, U Alberta, Edmonton, Alberta, Canada T6G 2H1.

East Texas State U invites applications for the position of asst professor of literature and languages in the field of applied linguistics. Requirements: PhD in applied linguistics; experience in teaching both graduate and undergraduate courses in such areas as modern grammar, history of the English language, ESL, contrastive linguistics, bilingual studies in Spanish and English. Must have an interest in and commitment to the teaching of English language in public schools and colleges. Application deadline: Mar 1, 1976. Starting date: Aug 23, 1976. Salary \$14,400-\$17,750, depending on experience. Send applications to: Fred Tarpley, Head, Dept of Lit and Langs, East Texas State U, Commerce TX 75428

U Iowa needs an instructor or asst professor of Japanese, beginning Aug 1976. PhD or highly qualified ABD in Japanese studies required. Courses: elementary and intermediate Japanese and one additional

See Linguists Wanted—7, col 1

PHILLIPS FUND GRANTS

The Phillips Fund of the American Philosophical Society has announced the availability of a limited number of small grants for research in North American Indian anthropological linguistics and ethnohistory. Grants are restricted solely to work in these areas. No restrictions are imposed on applicants, but preference will be given to younger scholars, including graduate students. Amounts are \$500-\$800. Write: The Librarian, Amer Phil Society, 105 5th St. Philadelphia, PA 19106. Deadline is March 5, 1976.

TITLE VI—from page 3

"Sec 603 (a) The Congress finds that—

"(1) The well-being and vital national interests of the United States and its citizens are dependent upon policies adopted and actions taken by, or with respect to other Nations and areas,

"(2) The United States must afford its citizens adequate access to the information which will enable them to make informed judgments with respect to the policies and actions of the United States in this interdependent world,

"It is therefore the purpose of this section to establish programs which will increase the availability of such information to the people of the United States

"(b) The Commissioner shall formulate and carry out a program of grant assistance for projects and programs which will extend the awareness of citizens of the United States of the interdependence of all Nations and improve their ability to evaluate the global effect of policies adopted and actions taken by the United States both at home and abroad

"(c) Grants under this section

"(1) may be made to any public or private nonprofit agency or organization, but maximum use shall be made of the capacities of institutions of higher education, State and local educational agencies, professional associations, educational consortia, and organizations of teachers,

"(2) may include assistance for such activities as (A) the training or orientation of teachers and other education personnel (including institutes, workshops, symposia, and seminars), (B) carrying on teacher exchange programs in addition to those supported under A6 of Section 102(b) of the Mutual Educational and Cultural Exchange Act of 1961, (C) development of curricula; (D) preparation and evaluation of instructional materials, and (E) the dissemination of information with respect to such curricula and of such instructional materials, but shall not include the acquisition of equipment or remodeling of facilities

"(3) may be made for projects and programs at all levels of education, and shall include projects and programs carried on outside the regular school curriculum, including but not limited to those carried on as part of community, adult, and continuing education programs.

"(d) In carrying out the program provided for in this Act and in carrying out the ethnic heritage program provided for in Title IX of the Elementary and Secondary Education Act of

1963, the Commissioner shall assure that maximum use is made in each such programs of curricular materials developed under the other of such programs

"Appropriations Authorized"

"Section 604 (a) There is hereby authorized to be appropriated the sum of \$37,500,000 for the fiscal year ending September 30, 1976, and each succeeding fiscal year ending prior to October 1, 1981, to carry out sections 601 and 602.

"(b) There is hereby authorized to be appropriated the sum of \$37,500,000 for the fiscal year ending prior to October 1, 1981, to carry out section 603.

"(c) The Commissioner shall make no grants under section 603 in any fiscal year until the amount available for carrying out sections 601 and 602 for such year is at least \$18,000,000 "

Section 2 (a) This Act shall become effective October 1, 1975

(b) The center heading for Title VI of the National Defense Education Act of 1958 is amended to read as follows "LANGUAGE DEVELOPMENT EDUCATION FOR GLOBAL INTERDEPENDENCE."

news briefs

The government of Thailand has issued a decree banning the use of foreign languages on all radio stations in the country. Since December 1975, all broadcasts have been in Thai—the official language—or in the languages of indigenous minorities. The official Radio Thailand carries the only permitted English broadcast for two hours in the early morning. . . . The SOLAR bibliographic file is now available. The file contains over 5,000 citations to documents dealing with such areas as acoustic and instrumental phonetics, neurolinguistics, speech perception and production, speech pathologies, language learning, psycholinguistics, sociolinguistics, syntax, semantics, and computational linguistics. For further information contact T.C. Diller, System Dvlpmt Corp, 2500 Colorado Ave, Santa Monica CA 90406. . . . Georgetown U has received a permanent endowment in the form of a distinguished lectureship in support of the academic activities of the School of Languages and Linguistics. Entitled "The Andrew W. Mellon Fund Distinguished Lectureship in Languages and Linguistics," the lectureship will serve to recognize individuals who are outstanding in the field of linguistics, who have a broad interest in linguistics, language and culture, and whose approaches are humanistic in character. The first recipient of the two-year appointment is Robert J. Di Pietro, professor of Italian and Linguistics at Georgetown.

The Linguistic Reporter

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

a newsletter in applied linguistics
The Linguistic
REPORTER

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

Budget Cuts Ed Funds

The education funding battle was begun again this year when President Ford presented his 1977 budget to Congress in January. The overall budget calls for Federal expenditures totaling \$394.2 billion in FY 1977, with HEW's Division of Education receiving \$6.9 billion of that total. Of the \$6.9 billion, \$6.2 billion is for USOE; the National Institute of Education (increased by \$20 million), Fund for the Improvement of Postsecondary Education, and the National Center for Educational Statistics will share the remainder. Along with the National Institute of Education, the National Science Foundation (up \$85 million) and the National Foundation on the Arts and Humanities (up \$12.6 million) received increased funding. Language and area studies was again cut this year by \$6 million. Also decreased by \$1.5 million was the State Department's educational and cultural exchange program.

The chart below contains funding information on areas of interest to linguists.

(in millions of dollars)

	FY 1975 Approp.	FY 1976 Est. Approp.	FY 1977 Est. Approp.
ESEA, Title I. Grants for the Disadvantaged	1,876,000	1,900,000	1,900,000
ESEA, Title III: Bilingual Education	84,270	97,770	90,000
Right to Read	12,000	17,000	12,000
Follow Through	55,500	59,000	30,000
Ellender Fellowships	500	500	---
Ethnic Heritage Studies	1,800	1,800	---

See Budget—7, Col. 1

CAL Assists Louisville With Integration Programs

When a federal court ordered the Jefferson County and Louisville Public School Systems (Kentucky) to merge in Fall 1975, the newly reorganized school board initiated several projects designed to resolve school desegregation problems. One of these efforts was to engage the Center for Applied Linguistics (CAL) to develop and administer a training program in language and culture for a group of teachers, supervisors, instructional coordinators, administrators, and human relations specialists. The general goal of the program was to prepare this group to serve as resource personnel who would be available to assist individual schools and teachers.

The program, under the direction of Orlando L. Taylor (CAL and Howard U), consisted of a series of workshops on language and cultural diversity which provided a total of 35 hours of instruction. The workshops were conducted on topics such as: the nature of culture, the nature of language, linguistics and the teaching of reading and composition, strategies for administering culturally fair tests in a multicultural school, second dialect instruction, communication differences as sources of interpersonal conflicts, and school discipline problems. A nationally

See Louisville—3, Col. 1

1976 LSA SUMMER INSTITUTE

The 1976 Summer Linguistic Institute of the Linguistic Society of America will be hosted by the State University of New York at its Oswego campus from June 28-Aug 20, 1976. In recognition of the Bicentennial, the Institute is focusing on Language in America and Language Universals and Typology with subareas on Native American and Chinese linguistics and problems related to second language acquisition and reading. The purpose of the Institute is to emphasize important current developments in linguistics and the mutual contributions that linguistics and related fields can make to one another. Courses of special interest to educators and other nonlinguists have been included in

See LSA—6, Col. 2

Featured Inside . . .

Book Notices	7
Linguists Wanted	6
Meetings & Conferences	4-5, 8
News Briefs	5

CAL Project to Study Children's Functional Language

A research project, entitled Project to Study Children's Functional Language and Education in the early years is currently underway at CAL. Based on the assumption that knowledge of the functional system of language accounts for the ability of the speaker-hearer to use language appropriately to accomplish his intentions and tasks, the project seeks to describe the development of children's functional language abilities and to develop methods for applying this knowledge to educational activities. Concurrent with the research effort is a teacher training component designed to introduce teachers at the site school to basic concepts of linguistics and functional language competence. A second phase of the project to begin in September 1976 is the preparation of protocol materials, video tapes and manuals for teacher training.

Data has been collected, using video and audio tape recordings, in 10 classrooms at the site school. The naturalistic observations will form the data base for six major studies: an ethnographic study of the school and individual classrooms; a psycholinguistic study of selected teacher-student interaction strategies; a linguistic study of reading and writing in the early years; a linguistic study of child language use regarding within grade variation and correlations with teacher judgments of effective language use; a kinesic and linguistic study of small group behavior in school settings; a developmental linguistic study of children's pragmatic competence. Technical and informal versions of reports will be provided for each major study.

The project has involved a number of support-activities including interviews with site school teachers, collection of data in naturalistic settings,

selection of 40 analytic subjects, development and implementation of corpus extension techniques and dissemination of project reports.

A staff of 15 professional and support staff, headed by Roger W. Shuy and Peg Griffin, is involved in the project. The 18-month long effort is being funded by the Carnegie Corporation of New York.

MACHINE READS TO THE BLIND

A device called the Kurzweil Reading Machine has been developed to "read" printed pages aloud to the blind. Developed by a Cambridge, Massachusetts research firm, the machine can read almost any printed type found in newspapers, magazines, and journals. Its five-year development required two major breakthroughs: (1) designing a machine capable of recognizing the hundreds of different type-faces used in printed matter and (2) making a computer capable of determining the correct pronunciation of English words.

The machine is a two-foot cube with a glass-top scanning device. After studying material in the scanner line by line, the machine reads it aloud about 200 words per minute. Its expressionless voice is generally intelligible, but because of the peculiarities of English language rules, it pronounces some words bizarrely. This operating difficulty can be overcome by using the Braille keyboard to slow it down, stop it, or have it spell out difficult words.

The developers plan to have the Kurzweil Reading Machine available to libraries and institutions in about 18 months. It will cost approximately \$25,000. In four or five years, it should be available for home use by the blind for between \$5,000-\$10,000.

Director: Rudolph C. Troike, **Deputy Director and Associate Director for Information Services:** A Hood Roberts, **Associate Director for International Activities:** David DeCamp, **Associate Director for Domestic Activities:** Roger W. Shuy, **Associate Director for Planning and Administration:** John H. Hammer, **Comptroller:** Walter P. McIntosh.

Editor: Begay B Atkinson; **Managing Editor:** Marcia E. Taylor; **Associate Managing Editor:** Diane Bartosh.

The **Center for Applied Linguistics**, established in 1959 through a grant from the Ford Foundation, is an independent non-profit professional organization dedicated to the application of the findings of linguistic science to the solution of educational and social problems. The Center carries out policy studies, research and development, and information dissemination in areas relating to language and linguistics, and works to promote cooperation between linguistics and other disciplines.

The Linguistic Reporter, the Center's newsletter, is published 9 times a year. Subscriptions are entered on an academic year basis only, with each new volume beginning in September and concluding in June of the following year. Editorial communications, advertisement inquiries, and books for review should be directed to the Editor, *The Linguistic Reporter*, CAL, 1611 N Kent St, Arlington VA 22209. Communications concerning subscriptions should be directed to the Subscriptions Secretary at the same address. Permission is granted for quotation or reproduction from the LR provided acknowledgement is given. **Subscription rates:** \$4.50, \$9.50 (domestic airmail), \$14.50 (foreign airmail).

Board of Trustees: Arthur S. Abramson, Sec.-Treas. LSA, and Prof. of Ling. U Connecticut, Ex-officio, Charlotte K. Brooks, Adjunct Prof. of Eng. American U., John Elmendorf, Consultant, Academy for Educational Management, Charles A. Ferguson, Prof. of Ling. Stanford, Morris Halle, Prof. of Ling. MIT, Dell H. Hymes, Dean Sch. of Ed. U Pennsylvania, Ilse Lehiste, Prof. of Ling. Ohio State U., Winfred P. Lehmann, Prof. of Ling. U Texas-Austin, †Albert H. Marckwardt, Princeton, George A. Miller, Prof. Rockefeller U., Herbert H. Paper, Prof. of Ling. U Michigan, Dillon Platero, Dir. Navajo Div. of Ed. Navajo Nation, Eugene B. Power, Retired Pres. Univ. Microfilms, Malcolm D. Talbot, Pres. Rutgers Univ. Foundation, William Turnbull, Educational Testing Service, Gordon B. Turner, Vice Pres. ACI S., Jack H. Vaughn, Pres. Planned Parenthood Federation of America.

Study Correlates Age With Grammatical Complexity

A study begun under the direction of Kellogg W. Hunt of the East-West Center in Honolulu has demonstrated a progressive growth in the grammatical complexity of sentences written by students from seven language backgrounds. The study utilized Hunt's well-known "T-unit" (minimal terminable unit) as the principal analytical construct. T-units are the shortest grammatically complete segments into which sentences can be cut, leaving no fragments. (Thus, "John sang and Mary danced" contains two T-units, but "John sang while Mary danced" contains only one.)

Previous research by Hunt has shown that as students get older, the number of words per T-unit progressively increases. For the Honolulu study, a standardized text entitled "The Children" was prepared, consisting of a narrative sequence of simple sentences (e.g. A man lived in a farmhouse. He was old. He lived alone. The house was small. The house was on a mountain.), and validated on a sample of English-speaking students. Parallel texts were then prepared in Fijian, Indonesia, Korean, Laotian, Marshallese, and Chinese (Mandarin) by educated native speakers, and copies sent to cooperating schools where the language was either native to the students or extensively taught as a second language.

LOUISVILLE—from page 1

recognized group of scholars in the fields of linguistics, anthropology, education, psychology, and sociology conducted the workshops. Participating scholars included: Mildred Dougherty (Jefferson County Public School System); Ben Ellis (Area A Community Mental Health Center, Washington DC); Ralph Fasold (Georgetown U); Mary Galvan (formerly of CVAE); Ron Grognet (Area A Community Mental Health Center, Washington DC); Mary Hoover (Stanford U); Thomas Kochman (U Illinois); Robert St. Clair (U Louisville); Rudolph C. Troike (CAL); Walt Wolfram (CAL and Federal City Coll); David Woods (Howard U); and Richard Wright (Federal City Coll). The project was coordinated by Gaynelle Henderson-Long (CAL).

The specific objectives of the program were to: (1) improve attitudes of school personnel toward divergent forms of English—particularly non-mainstream varieties; (2) inform teachers of how recent data and theories in sociolinguistics and cross-cultural communication can be used to teach non-mainstream students the oral and expression skills necessary for educational success; and (3) reduce interpersonal, intercultural, and interracial problems created by language differences between various groups.

Fifty students in each of three age groups—9, 13, and 17 years (equivalent to fourth, eighth, and twelfth grade)—were asked to rewrite the story "in a better way," not omitting any important parts. The result, shown below, was that for all groups except Chinese, there was a steady increase in the mean number of words per T-unit, reflecting a regular growth in syntactic complexity and degree of subordination. Papers in an eighth language, Japanese, were scored by a different method, and produced scores almost identical to those for English

Mean Words per T-Unit for Various Languages

Grade:	4	8	12
English	8.7	10.2	12.0
Fijian	8.1	11.1	13.0
Indonesian	4.9	9.1	10.3
Korean	6.4	9.2	9.6
Laotian	9.1	11.6	16.0
Marshallese	6.0	7.5	9.7
Mandarin (Taiwan)	10.0	10.3	10.1

NEH To Award Grants Under Study and Research Program

The National Endowment for the Humanities (NEH) has announced its Fellowships for Independent Study and Research program for 1977-78. Under the program, fellowships are available to scholars, teachers, and other interpreters of the humanities who have made or demonstrated promise of making significant contributions to humanistic knowledge and thought. Applicants must have completed their professional training, but may otherwise be at any stage of their careers. Persons who have entered their professions without advanced degrees are eligible to apply, but degree candidates and persons seeking support for work leading toward degrees are not. Fellows must devote full time to their studies and may not hold other major fellowships or grants during tenure, except sabbaticals and other grants from their own institutions.

The work undertaken during these fellowships may lie within the Fellow's special interest or may be work in some other field that will help him understand his own field better and enlarge his competence. Areas within the scope of NEH support include, but are not limited to, history, philosophy, languages, linguistics, literature, archaeology, jurisprudence, history and criticism of the arts, ethics, comparative religion, and those aspects of the social sciences that employ historical or philosophical approaches. Maximum stipend: \$20,000. Deadline for application is June 1, 1976. For additional information and application materials write: Div of Fellowships, NEH, 806 15th St, NW, Washington DC 20506.

Canadian Scholars Discuss Language Research Needs

A Conference on the Individual, Language and Society was held November 29-December 2, 1975 at Queen's U in Kingston, Ontario. The Conference, which was sponsored by the Canada Council, brought together a group of scholars commissioned by the Council almost 2 years ago to examine the field of Canadian research dealing with the interrelationships of the above elements. During the course of their investigation, this group identified 8 themes representing the major divisions within the field, and each of these themes became the subject of a major paper presented at the conference. These themes were: (1) Language contact in Canada [John Devries, U Helsinki]; (2) The Social and behavioral implications of bilingualism in Canada [Norman Segalowitz, Concordia U]; (3) Individual, social and structural factors in language maintenance and restoration in Canada [Leo Driedger, U Manitoba]; (4) Functions of language in Canada [John Jackson, Concordia U]; (5) Social factors in language acquisition and bilinguality in Canada [Robert C. Gardner, U Western Ontario]; (6) Varieties of institutional and individual bilingualism in Canada [Pierre E. Coulombe, Conseil de Tresor]; (7) Language, culture and cognition in Canada [John Berry, Queen's U]; (8) Language planning in Canada—politics and practices [Charles W. Hobart, U Alberta]. Papers were not presented at length, but time was devoted to discussion which focused on 3 main questions: What were the apparent research strengths? What were the research weaknesses? How might weaknesses be overcome and strengths exploited?

The Consultative Group is preparing the proceedings for publication some time this year. Along with the prepared papers, synopses of each of the 8 themes and their relevant discussions will be included in the final volume.

The ERIC Clearinghouse on Languages and Linguistics has just published two annotated bibliographies on audiovisual materials for the teaching of linguistics—no. 31, *Audiovisual Materials for the Teaching of Language Variation* (Rosemary Tripp and Sophia Behrens) and no. 32, *Audiovisual Materials for the Teaching of Language Acquisition* (Tripp and Behrens). Until announcement in *Resources in Education*, a limited number of both publications will be available from ERIC/CAL free. Write: Editor, ERIC/CLL, Center for Applied Linguistics.

meetings and conferences

- Apr 1-3. Ann KY Interdisciplinary Conf on Ling, 2nd. Richmond KY.
- Apr 2-4 Ann Child Lang Research Forum, 8th. Stanford CA.
- Apr 3-5. Ann Mtg on the Ling Assn of Gt Britain. Edinburgh, Scotland.
- Apr 4-9. Cncl for Exceptional Children, 54th. Chicago IL.
- Apr 5-9 Intl Conf of Nordic & Gen Ling, 3rd. Austin TX.
- Apr 6-9 Acoustical Society of Amer. Washington DC.
- Apr 9-10. Coll Eng Assn. Cincinnati OH.
- Apr 11-16. Assn for Childhood Ed Intl. Salt Lake City UT.
- Apr 19-20. Amer Ed Research Assn. Las Vegas NV.
- Apr 20-24. Cong of the Intl Assn for the Study of Italian Lang & Lit, 9th. Palermo, Italy.
- Apr 22-24. U KY For Lang Conf. Lexington KY.
- Apr 22-24. Cent Sts Conf on the Tchng of For Langs. Detroit MI
- Apr 22-24. SW Areal Lang & Ling Workshop, 5th San Antonio TX.
- Apr 22-25. Chicago Ling Society. Chicago IL
- *Apr 23-25. Sym de Ling des Langues Romanes. Montreal, Canada. (Write: Dept de Ling et Philologie, U Montreal, C.P 6128, Montreal 101, Quebec, Canada)
- Apr 23-25 Conf on African Ling, 7th. Gainesville FL.
- *Apr 26-28. Intl Conf on Polish-Eng Cont Ling, 10th. Lubostronie, Poland [See LR 18 7, p 8]
- Apr 30-May 2. CA Ling Conf, 6th. San Diego, CA.
- Apr 30-May 5. Ann Conf on BBE, 5th San Antonio TX.
- May 2-5. Natl Assn of Biling Eds. San Antonio TX.
- *May 3-5. Workshop in Ling and Info Sci. Stockholm, Sweden. (Write: Donald E. Walker, Artificial Intelligence Cntr. Stanford Research Inst, Menlo Park CA 94025.)
- *May 4-7. Native Amer Bilingual Ed Conf, 4th. Phoenix AZ (Write: Wilfred Garcia, NABEC Comm, San Juan Bilingual Prog, San Juan NM 87566.)
- May 4-7 Natl Assn for For Stu Affairs. San Diego CA.
- May 6-8. Conf on Perspectives on Lang. Louisville KY.
- May 10-14. Intl Reading Assn. Anaheim CA.
- *June 18-Aug 13. U Indiana Summer Slavic Workshop. Bloomington IN. [See LR 18:7, p 8]
- June 21-26. Conf on the Psych of Lang. Stirling, Scotland.
- June 28-July 9. Cornell U Workshop in Lang Testing. Ithaca NY.
- June 28-July 2. Intl Conf on Comp Ling. Ottawa, Ont
- June 28-July 27. Ann Summer Inst on the Tchng of Eng for Sci & Tech, 2nd. Seattle WA.
- June 28-Aug 20. LSA Ling Inst. Oswego NY [See LR 18:7 p 1]

meetings and conferences

- July 2-4. Conf on Amer Ind Ling & Native Amer Festival. Oswego NY
- July 10-16. World Eds Conf. Honolulu HI.
- July 17-18. Summer Conf on 2nd Lang Learning & Tching. Oswego NY.
- July 24-25. Colloquium in Hisp & Luso-Brazilian Ling. Oswego NY.
- *July 26-30. Brazilian Ling Sem, 9th. Porto Alegre, Brazil. (Write: F. Gomes de Matos, Inst de Idiomas Yazigi, Av 9 de julho, 3.166 Sao Paulo, S.P., Brazil.)
- July 26-31. Phil-Amer Comm Conf, 1st Manila, Philippines.
- July 30-Aug 1. LSA Summer Mtg Oswego NY.
- Aug 12-14. Intl Conf on Salishan Langs, 11th. Seattle WA.
- Aug 17-19. World Cong of the Intl Reading Assn, 6th. Singapore.
- Aug 26-29. Lang Assn of E Africa, 3rd. Nairobi, Kenya.
- Aug 26-31. World Cong of Phon, 3rd. Tokyo, Japan.
- Aug 28-30. Eur Ling Society. Salzburg, Austria.
- Sept 1-4. Intl Phon Mtg, 3rd. Vienna, Austria.
- *Sept 3-7. Amer Psych Assn. Washington DC.
- *Sept 13-14. Sem on Trans. Exeter, England. [See LR 18.7, p 8]
- *Sept 24-25. Semiotic Society of America, 1st. Atlanta GA. (Write: Semiotic Society of America, c/o Margot D Lenhart, Asst Sec-Tres, PO Box 1214, Bloomington IN 47401.)

1977

- *Feb. 7-12. Cong de Profesores de Segunda Lengua de los Paises del Convenio "Andres Bello," 1st. Trujillo, Peru. (Write: Dept de Idiomas y Ling, U Nacional de Trujillo, Trujillo, Peru.)
- Mar 29-31. Ann Mtg of the Ling Assn of Gt Britain. Birmingham, England
- *Aug 7-14. World Cong of Jewish Studies, 7th. Jerusalem, Israel. (Write: H. Beinart, Exec Comm, World Union of Jewish Studies, PO Box 1255, Jerusalem, Israel.)
- Aug 2 -Sept 2. XXIIth Intl Cong of Lings. Vienna, Austria.

*Indicates first listing for conference. Full details on other items in the above list may be found in previous issues of the LR.

Of Interest: The National Indochinese Clearinghouse has been extended through August 1976. The LR [see 18:1 p 1] originally reported its establishment for a six-month period, through June 1976. Refugee assistance is still available by calling the toll free hot line: (800) 336-3040.

news briefs

In further response to our inquiry regarding the teaching of Sign at the university level, Western Michigan U reports the following: the Dept of Psych at Western Michigan U will offer "Psychology 597, Sign Language for the Deaf: I, 3 hrs." and "Psychology 597, Sign Language for the Deaf: II, 3 hrs." through the University's Div of Continuing Ed in the Winter 1976 semester (Jan-April) . . . U Illinois at Urbana-Champaign offers a PhD program in bilingual/bicultural education. Students in the program are competent in English and another language, have had experience in the practice of bilingual education, and each is a potential leader in administration, research, teacher training, and program evaluation. A limited number of fellowships is available through a grant from ESEA, Title VII. Write: H.T. Trueba, Comm on Culture & Cognition, 1005 W Nevada, Urbana IL 61809 . . . An **Asociacion de Quechuistas** has recently been formed in Peru. The goals of the new association are to investigate and disseminate information about the Quechua language and culture. To this end, it is soliciting articles and other reference materials relating to the Quechua language and culture from interested persons in linguistics and related fields. The Association also plans to establish an Academy for the Teaching of Indigenous Languages, to be staffed initially by Association members. For further information write: Hernan Huarache, Pres, Ascn de Quechuistas, Santa Catalina #206, Of. 1, Arequipa, Peru . . . UC-Davis has published the 3rd in its Chapbook Series—**Heresy in Linguistics**, by D.L. Olmsted. This publication, which was originally presented as the 33rd Annual Faculty Research Lecture, is available free to individuals (single copy only) from: Gifts and Exchange Section, Shields Library, U California, Davis CA 95616 . . . *La Monda Lingvo-Problemo* (Vol. VI, No. 18) will devote an entire issue to linguistic problems and culturo-linguistic nationalism in the British Isles. With contributions from scholars in Scotland, Wales, Ireland, and the United States, the issue will include a report on the conference on Welsh child bilingualism to be held in Wales; two articles on the current status of implementation of official language policy in the Republic of Ireland; and features on the battle between Gaelic and Scots in Scotland . . . CAL in conjunction with the Interagency Task Force for Indochina Refugees is producing a series of bilingual video tapes. The series entitled *I Want To Know . . .* is designed to provide refugees with useful information on life in America. Prepaid purchase price: \$90—¾" color (cassette); \$80—½" black & white (reel-to-reel). Contact: The National Indochinese Clearinghouse, CAL.

linguists wanted

Note: A fee of \$10.00 is charged for each listing of positions available at institutions. Payment should accompany entry, but 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. Advertisements are not accepted from organizations which do not subscribe to an Affirmative Action/Equal Opportunity policy. The LR reserves the right to edit all position descriptions.

Elbert Covell Coll of U of the Pacific will have a vacancy in English as a Second Language to Spanish Speakers, beginning Sept 1976. Qualifications: PhD with specialization in ESL (including studies in Linguistics and/or Spanish); native speaking ability in English and high proficiency in Spanish; substantial experience in Latin America; experience in college-level teaching. Duties: teach beginning to advanced courses in ESL to Spanish-speaking students and a possible course related to ESL teacher training. Salary: negotiable, but prefer appointment at asst prof rank with range of \$11,500-\$13,500. Position is a non-tenure track appointment, renewable on a year-by-year basis. Interviews at candidates' expense. For further information write: Gaylon L. Caldwell, Provost, Elbert Covell Coll, U of the Pacific, Stockton CA 95211 . . . **U Texas-San Antonio** has an opening for a psychometric specialist. Requirements: PhD. Applicants must be experienced in testing bilingual school-age children and conversant with minority testing issues. Job duties: supervise small staff; review tests and other assessment materials and prepare reports on these; psychometric research on bilinguals; design new tests and prepare technical manuals; assist in report and proposal preparation. Salary negotiable, depending on specific experiences and manifested competencies. Contact: U Texas-San Antonio, Personnel Office, San Antonio TX 78285 . . . **U Washington** has a 12-month assoc position for coord of instruction in Eng for foreign students. Qualifications: MA in Linguistics, ESL, or other appropriate field; several years experience in instruction of foreign students. Duties: teaching of ESL; establishment of course outlines, texts, and related materials, supervision of placement testing and work of teaching asst and volunteer tutors in current program; development of a clinically oriented and/or individualized program. Salary: \$12,408 (12 months). Write: James E. Augerot, Chmn, Comm on Lang Learning, U Washington (DR-30), Seattle WA 98195 . . . The Lang and Ling Research Cntr and the Dept of Eng at **Pan American**

U will have an opening for an applied linguist in Sept 1976. Duties: half-time teaching contrastive analysis and introduction to linguistics, or freshman composition; half-time research on a project designed primarily to evaluate and measure bilingualism among PAU students. Requirements: PhD; Spanish-English bilingualism; intense interest in teaching and publishing. Salary: \$13,000-\$14,000. Interviews at TESOL in New York and SWALLOW V in San Antonio. Write: Paul Willcott, Dir, Lang and Ling Research Cntr, Pan American U, Edinburgh TX 78539. . . The Dept of Ling at **U Minnesota** is accepting applications for the position of asst prof in its Program in English as a Second Language, starting June or Sept 1976. Candidates must have a PhD with appropriate specialization and ESL experience. Duties will include teaching freshman composition for foreign students and courses in the graduate ESL program and supervising ESL classes. Application deadline: March 31, 1976. Send vita and references to: Betty W. Robnett, Dir, Prog in ESL, 152 Klaeber Ct, U Minnesota, Minneapolis MN 55455 . . . The Program in English for Intl Students at **George Washington U** anticipates the possibility of several part-time openings for teachers of English as a Foreign Lang in on-campus and off-campus programs. Applicants should have an MA in TEFL or a related field as well as teaching experience. Send resumes to: George R. Bozzini, Dir of Eng for Intl Students, George Washington U, Stuart Hall-4th Flr, 2013 G St NW, Washington DC 20052.

LSA—from page 1

order not to ignore practical problems which have stimulated new directions in linguistics and which continue to be of concern to linguists and educators alike.

An international faculty has been assembled to teach courses in basic linguistics and interdisciplinary topics relating to problems of bilingualism, reading, and language teaching. Among these are Marina Burt (Asian American Bilingual Cntr, Berkeley); Charles Ferguson (Stanford); Victoria Fromkin (UCLA); Joseph Greenberg (Stanford); Susumo Kuno (Harvard); Wallace Lambert (McGill); W.P. Lehmann (U Texas); Wilga Rivers (Harvard); Roger W. Shuy (Georgetown and CAL); Wolfgang Wolck (SUNY-Buffalo); Walt Wolfram (Federal City Coll and CAL).

The deadline for admission to the Institute is March 15, 1976. Limited scholarships may also be available. For further information contact: Carol F. Justus, Dir, 1976 Summer Ling Inst, SUNY-Oswego, Oswego NY 13126.

BUDGET—from page 1

Indian Education	42,034	57,055	42,055
Language Training & Area Studies	14,000	16,000	10,000
NDEA, Title VI	11,300	13,000	---
Fulbright-Hays	2,700	2,700	---
Educational Activities Overseas (Special Foreign Currency Program)			
Grants to American Institutions (P L. 480)	1,000	2,000	2,000
<hr/>			
National Institute of Education			\$90,000,000
<hr/>			
Dissemination			\$14,878,000
Basic Skills			18,064,000
Educational Equity			5,760,000
Education and Work			12,473,000
Finance and Productivity			16,395,000
Local Problem-Solving			4,355,000
Other Projects			3,350,000
Salaries and Expenses			13,700,000
Director's Reserve			1,025,000

ERIC Offers Computer Searches

The Eric Clearinghouse on Languages and Linguistics, located at CAL since 1974, is now offering a computer search service in the fields of language teaching and linguistics. Upon request and prepayment the Clearinghouse will search the ERIC data base by computer to identify journal articles and documents—which include papers, research reports, bibliographies, curriculum and teaching guides, and instructional materials—relevant to a particular topic.

The two monthly ERIC journals that linguists and language teachers may already be familiar with, *Resources in Education* (RIE) and *Current Index to Journals in Education* (CIJE), announce the documents and journal articles, respectively, that are added to the data base each month. A computer search of the data base provides access, all at one time, to everything that has been put into it since its inception in 1966—a total of over 110,000 items to date. A list of a few ERIC subject index terms and the number of times they have been used will give an indication of the considerable amount of information which ERIC can bring to language-related research and curriculum design. *Language Instruction* (6976); *English (Second Language)* (2770); *Bilingual Education* (1533); *Psycholinguistics* (1242); *Linguistic Theory* (1223). In a computer search, appropriate terms are combined in such a way that the result is a specialized annotated bibliography listing only those citations relevant to the requestor's topic. For example, a computer search for material on psycholinguistics in ESL will yield *all but only* those citations indexed with both the terms English (Second Language) and Psycholinguistics.

A search yielding up to 100 citations costs \$26.00, with each citation over 100 costing an extra 10 c. The

computer print-out of the retrieved citations is usually sent to the requestor within 10 days after the request for a search has been received. If you are interested in this service please write to: Computer Search Service, ERIC/CLL, CAL, 1611 N Kent St, Arlington VA 22209. A computer search request form will be sent to you, which should be completed and returned to us with prepayment.

book notices

New Guinea Area Languages and Language Study, Volume 1. Papuan Languages and the New Guinea Linguistic Scene, edited by S.A. Wurm. (*Pacific Linguistics, Series C, 38.*) Canberra, Australia, Australian National U, 1975. xlii, 1038 pp. \$A26.50. [Available from: SEC, Pacific Ling, Dept of Ling, Australian Natl U, Box 4, Canberra, ACT 2600, Australia]

Contains information on a large number of individual languages of the Papuan type prevalent in the New Guinea area and discusses the background of the study of languages of the entire area in terms of classification, language distribution, the history of the establishment of the various language groups, the nature and degree of interrelationship between languages and language groups, assumed prehistoric language migrations into and within the area, the history of linguistic research in the New Guinea area, and many other issues. Volumes 2 and 3 are expected to appear some time in 1976 and will deal with Austro-nesian Languages and Language, Culture, Society, and the Modern World respectively.

Reading, Thinking, Writing: A Text for Students of English as a Second Language, by Mary S. Lawrence. Ann Arbor, The University of Michigan Press, 1975 (with teacher's manual).

This text is for students who have not mastered the intricacies of English syntax in a pre-university English language training course. It is intended to teach them reading and writing skills which they can use during and beyond their academic life. The text is divided into eight units each of which consists of four parts. The reading part consists of a three to four paragraph reading selection which in turn is followed by six to eight reading exercises. The second part is a conversation practice, a dialogue in different kinds of settings. The writing section follows and it consists of five to seven different kinds of exercises. The final part, called extra vocabulary and writing practice, is a vocabulary review exercise, a vocabulary and spelling review exercise, and a composition exercise. The author acknowledges Jerome S. Bruner's *Toward a Theory of Instruction* as supplying the theoretical basis underlying the text.

conferences, workshops, seminars

The 10th Intl Conference on Polish-English Contrastive Linguistics will be held in Lubostronie, Poland April 26-28, 1976. The subject of the conference will be Polish-English Contrastive Lexicon, but other topics will be considered. For additional information write: Jacek Fisiak, Dir, Inst of Eng, Adam Mickiewicz U, Marchlewskiego 124/126, Poznan, Poland.

The Dept of Slavic Langs and Lits at Indiana U is now accepting applications for its **1976 Summer Slavic Workshop**, to be held June 18-Aug 13, 1976 at the University's Bloomington campus. The 8-week workshop offers Russian language instruction on all levels, with 14 different course programs available, including inter-level and review courses. The University's Russian Certificate Program, offering advanced language training to college and high school Russian instructors and advanced Russian language students, will again be conducted this summer in conjunction with the workshop. Also available will be a course in Intensive Elementary Serbo-Croatian. Placement above the first-year level is by examination. For further information write: Dir, Slavic Workshop, Ballantine Hall 502, Indiana U, Bloomington IN 47401.

A 2-day Seminar on Translation will be held at U Exeter Sept 13-14, 1976 immediately preceding the Annual Meeting of the British Association for Ap-

plied Linguistics. The aim of the seminar is to give a conspectus of the theory and practice of translation and interpreting in relation to applied linguistics. Papers will be presented in 4 main areas: interconnections between linguistics and semantics on the one hand and translation on the other; training and craft of the translator and interpreter; problems and procedures in and aids to literary and non-literary translation; use of translation in language teaching. Participation in the seminar will be extremely limited. For further information write: R.R.K. Hartmann, Dir, Lang Centre, U Exeter, Exeter EX4 4QH, England.

The Interagency Language Round Table of the US Government is sponsoring a symposium on "Meaning in the Foreign Language Classroom" to be held in conjunction with the Georgetown University Round Table on Languages and Linguistics. The symposium will take place in the Walsh Building at Georgetown on March 11, 1976, from 9:00 am to 1:00 pm and will feature papers by Earl Stevick of the Foreign Service Institute, Alfred Kraemer of the Human Resources Research Organization, Dean Curry of the US Information Agency, and Valerian Postovsky of the Defense Language Institute. Each paper will be followed by two discussants who will represent other academic institutions.

The Linguistic Reporter

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

a newsletter in applied linguistics

The Linguistic REPORTER

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

International Bilingual-Bicultural Conference Set for San Antonio

San Antonio, Texas will be the site of the Fifth Annual International Bilingual-Bicultural Conference. To convene April 30-May 5, 1976, the Conference will feature approximately 20 preconference workshops (April 30-May 1) and nearly 200 concurrent sessions. The National Planning Committee for the Conference has put together a well-planned program. Members of the Committee were: Albar Peña (President, National Association of Bilingual Educators (NABE) and Conference Coordinator); Juan Solis (TX); Toni Metcalf (CA); Gloria Zamora (TX); Marla Medina Swanson (IL); Ruth Bradley (LA); Maria Barrera (TX); Minerva Garena (TX); Eleanor Sandstrom (PA); Olga Treviño (TX); Olga Madrid (TX); Tohy Vega (CA); and Gil Garcia (Center for Applied Linguistics).

The 4-day Conference will consist of concurrent sessions focusing on: (1) bilingual program models, (2) staff development, (3) curriculum, (4) research studies, (5) higher education, (6) assessment and evaluation, and (7) community involvement. This year's meeting will feature an opening day keynote address by Commissioner of Education, Terrell H. Bell; teacher-made materials and publishers' exhibits; and a large banquet on May 4th. The last affair will honor former senator Ralph Yarborough (D-TX) who will receive the First NABE Award. Mr. Yarborough—sponsor of the Bilingual Education Act in the U.S. Senate—has had a long-standing interest in the development of bilingual education programs.

Registration forms and more detailed program information may be obtained by writing: Division of Bicultural Bilingual Studies, U Texas at San Antonio, San Antonio TX 78285, Attn: Bilingual Conference. Phone: (512) 691-4426 or 4427.

Featured Inside . . .

<i>Meetings and Conferences</i>	4, 8-9
<i>Sign Language Bibliography</i>	5-7
<i>View from the Center: CAL & BBE</i>	2
<i>NABE Election Results</i>	12

Recent Actions Make Demotiki Official Language of Greece

A linguistic timetable of chaos was recently ended in Greece when Premier Constantine Karamanlis adopted sweeping education reforms to make Demotiki (the common tongue of the people) the official language. The existence of two languages created a gap between the educated elite and the rest of the population. The Premier's action puts an end to one of Greece's most divisive political issues.

The more educated populace spoke an artificial language—Katharevusa—which was adopted as Greece's official language after the nation's liberation from Turkey 150 years ago. Katharevusa evolved from three forms of ancient Greek spoken during the time of Alexander the Great. Although it is rich in scientific

See Demotiki—4, Col. 2

INDOCHINESE WORKSHOPS HELD

CAL's National Indochinese Clearinghouse, under a contract with the Office of Education, Department of HEW, conducted four trainer-trainer workshops. These three-day workshops were held at the Bilingual Resource Center, Arlington Heights IL; National Bilingual Resource Center, Lafayette LA; Institute for Cultural Pluralism and Bay Area Bilingual Education League, San Diego CA; and the Regional Cross Cultural Training and Resource Center, NY. The participants were state education agency administrators, OE regional officers, and resource center personnel. The purpose of the workshops was to provide pertinent information to the participants, who in turn would provide service to local education agencies and volunteers.

See Workshops—7, Col. 2

IN MEMORIAM

Harry Hoijer
(1904-1976)

professor emeritus, UCLA

THE VIEW FROM THE CENTER: CAL AND BBE

The Center for Applied Linguistics is strongly committed to supporting the cause of bilingual-bicultural education (BBE) in the United States, and to improving the quality of bilingual programs through the application of linguistic knowledge. Probably no other organization in the United States during the past four years has devoted as much of its own funds and efforts to the goal of quality bilingual education as CAL.

The Center's work has grown out of the conviction that BBE offers the best means of providing equal educational opportunity for students from non-English speaking backgrounds, and a concomitant concern that unless bilingual programs are of sufficient quality, they can fail to meet the needs of students and could even work to their disadvantage. Quality bilingual education depends crucially upon the inclusion of appropriate linguistic input, and it is for this reason that the Center has been devoting its efforts to assure this achievement.

The Center has assisted with the drafting of the current Title VII legislation; developed the master plan for the San Francisco schools to respond to the original Supreme Court decision in the *Lau vs Nichols* case; advised on the *Aspira* decree in New York; provided extensive input to the Civil Rights Commission report on bilingual education; brought together leading bilingual educators to develop national guidelines for teacher training; organized the first inter-American conference in Mexico on bilingual education; and currently is organizing conferences on the *Lau* decision and working to develop model evaluation guidelines for bilingual programs.

The Center responded to the emergency created by the influx of Vietnamese refugees by developing bilingual resource materials for use with and by them, and now serves as a national clearinghouse on Indochinese education. These are only some of the activities of the Center in bilingual education, some undertaken on its own and others with external support, but all conducted with the aim of helping bilingual-bicultural education fulfill its promise.

The United States is almost alone among countries with bilingual programs—including such places as Mexico, Peru, India, the Philippines, and Zaire—in not recognizing the importance of linguistics in bilingual education, and in not utilizing linguists in key policymaking, materials development, teacher training, and evaluation efforts. One country, in fact, even requires that a linguist be on the staff of every bilingual program.

Bilingual-bicultural education is one of the most significant movements in the history of US education, and one which holds great promise for contributing to the realization of a truly pluralistic society in this country. Linguistics has a unique and critically important contribution to make to this great movement, without which it may fail, and become yet another education innovation that was unable to achieve its goals. The Center for Applied Linguistics is dedicated to seeing that this contribution is realized.

Rudolph C. Troike

Rudolph C. Troike

Director: Rudolph C. Troike; **Deputy Director and Associate Director for Information Services:** A. Hood Roberts; **Associate Director for International Activities:** David DeCamp; **Associate Director for Domestic Activities:** Roger W. Shuy; **Associate Director for Planning and Administration:** John H. Hammer; **Comptroller:** Walter P. McIntosh.

Editor: Begay B. Atkinson; **Managing Editor:** Marcia E. Taylor; **Associate Managing Editor:** Diane Bartosh.

The Center for Applied Linguistics, established in 1959 through a grant from the Ford Foundation, is an independent non-profit professional organization dedicated to the application of the findings of linguistic science to the solution of educational and social problems. The Center carries out policy studies, research and development, and information dissemination in areas relating to language and linguistics, and works to promote cooperation between linguistics and other disciplines.

The *Linguistic Reporter*, the Center's newsletter, is published 9 times a year. Subscriptions are entered on an academic year basis only, with each new volume beginning in September and concluding in June of the following year. Editorial communications, advertisement inquiries, and books for review should be directed to the Editor, *The Linguistic Reporter*, CAL, 1811 N Kent St, Arlington VA 22209. Communications concerning subscriptions should be directed to the Subscriptions Secretary at the same address. Permission is granted for quotation or reproduction from the LR provided acknowledgement is given. **Subscription rates:** \$4.50; \$9.50 (domestic airmail), \$14.50 (foreign airmail).

Board of Trustees: Arthur S. Abramson, Sec-Treas, LSA, and Prof of Ling, U Connecticut. Ex-officio, Charlotte K. Brooks, Adjunct Prof of Eng, American U, John Elmendorf, Consultant, Academy for Educational Management, Charles A. Ferguson, Prof of Ling, Stanford, Morris Halle, Prof of Ling, MIT, Dell H. Hymes, Dean, Sch of Ed, U Pennsylvania, Ilse Lehiste, Prof of Ling, Ohio State U, Winfred P. Lehmann, Prof of Ling, U Texas-Austin, †Albert H. Marchwardt, Princeton, George A. Miller, Prof, Rockefeller U, Herbert H. Paper, Prof of Ling, U Michigan, Dillon Platano, Dir, Navajo Div of Ed, Navajo Nation, Eugene B. Power, Retired Pres, Univ Microfilms, Malcolm D. Talbot, Pres, Rutgers Univ Foundation, William Turnbull, Educational Testing Service, Gordon B. Turner, Vice Pres, ACLS, Jack H. Vaughn, Pres, Planned Parenthood Federation of America.

Cal State Set to Evaluate Refugees' Education Credentials

California St U at Long Beach has received a \$109,000 USOE grant to evaluate Indochinese refugees' post-secondary education credentials. USOE has estimated that between 7,000 and 10,000 Vietnamese and Cambodians will have their transcripts and documents translated and verified by the University's service.

To qualify for the service, the prospective college student must be a Vietnamese or Cambodian refugee; possess an Immigration and Naturalization Service Arrival-Departure Record (Form I-94) with the notation "indefinite refugee VICAM;" and be in need of true evaluation as attested by a requesting institution. Refugees must also present their academic credentials or requests for re-creation of lost documents to the college or university of their choice. That institution will then transmit the request for evaluation to California State U at Long Beach.

In connection with the above service, USOE has made arrangements with ETS to allow qualified refugees to take their Test of English as a Foreign Language free of charge.

NSF Budget Authorized

The National Science Foundation (NSF) has been authorized \$811 million for FY 1977 (to begin Oct 1). The House Subcommittee on Science, Research, and Development approved the funding on Mar 4, and made some significant changes in allocations. Cutting the Administration's request by \$1 million, the subcommittee granted \$9 million more for science education and \$10 million less for research. The \$74 million allotment for science education includes: \$13 million for fellowships (a \$300,000 increase over the budget request); \$3.1 million for traineeships (a \$700,000 increase); \$6.6 million for student-oriented programs (a \$1 million increase); \$14 million for the Comprehensive Assistance to Undergraduate Science Education program (a \$4 million increase); and \$8 million for the Research Initiation and Support program (a \$2 million increase).

Additionally, the bill allots \$63.9 million to RANN (a \$1 million cut from the budget request); \$128.5 million for biological, behavioral, and social sciences—a cut of \$3.8 million; and \$6 million for special foreign currency programs (equal to the Administration request).

The bill only authorizes funds for the various NSF programs; the actual money must be provided in a separate appropriation bill. The Committee on Science and Technology was considering the authorization bill at press time.

linguists wanted

Note: A fee of \$10.00 is charged for each listing of positions available at institutions. Payment should accompany entry, but 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. Advertisements are not accepted from organizations which do not subscribe to an Affirmative Action/Equal Opportunity policy. The LR reserves the right to edit all position descriptions.

Melbourne (Aust) St Coll has a permanent or contract vacancy from mid-1976 for a person qualified and experienced in ling theory, applied ling and TESL. Duties: teach in the Capital graduate diplomas in (1) inter-ethnic studies and ed (gen ling, lang learning, ESL, and bilingualism) and (2) spl ed (psycho ling, development of comm skills). Salary: A \$12,835-A \$17,229. Deadline: Apr 30, 1976. Curriculum vitae to: Reg, MSC, 757 Swanston St, Carlton, Vic, Australia 3053. . . . **Hampshire Coll (MA)** has a vacancy for an asst or assoc professor in the area of lang studies. Duties: (1) teach courses which emphasize the study of lang as a reflection of Spanish-speaking culture, society, and/or history (bilingualism, socioling, Spanish ling); (2) teach Spanish as an FL; (3) assist in the development of a bilingual/bicultural studies prog. Qualifications: competence in Spanish with academic training in a theoretical discipline; a broad range of teaching and curricular activities; 4 or more years of postgrad teaching experience. Deadline: Apr 15, 1976. Send vita, statement of program ideas, and supporting material to: Nancy Frishberg, Chpsn, Lang Study Search Comm, Schl of Lings & Comm, Hampshire Coll, Amherst MA 01002. . . . **U Pennsylvania Grad Schl of Ed** is seeking an anthropologist who has done ethnographic research in American ed settings and is concerned with naturalistic study of comm interaction—especially ways of speaking. Duties include research and teaching courses in above areas. PhD required. Salary and rank open. Write: Dell H. Hymes, Dean, Grad Schl of Ed, U Pennsylvania, 3700 Walnut St, Philadelphia PA 19174. . . . **U Louisville** invites applications in ling anthro for joint appointment in Anthro and Ling Interdisciplinary Prog. Requirements: PhD, familiarity with modern methods of ling analysis and solid background in cultural anthropology and field experience and research interests in non-Western areas (North and South American Indian). Duties will be

See Linguists Wanted—8, Col. 2

our traditional oral conception of language is ethnocentric, and that a comprehensive theory of meaning in sign language can only be developed outside the oral language framework.

6. *Cicourel, A.V.* "Gestural Sign Language and the Study of Nonverbal Communication," 1974, in *Sign Language Studies*, 4, 35-65

This article points to the dangers of preconceiving gesture systems as to their structure, categories, and how they are processed in the brain. With regard to the sign language of the deaf, the difficulties are demonstrated in a study of the translation of a story from English into British Sign Language. The author advocates the development of a formal notational system for sign language which will represent native signers' intuitions rather than the imposed categories of a verbal-auditory system. This would, he feels, make the relation between oral and visual language clearer

7. *Critchley, Macdonald.* *The Language of Gesture.* E. Arnold and Co., London, 1939.

This is a broad survey of human visual communication, under which Critchley subsumes gesture as used during speech, deaf sign language, Indian sign language, the signs of secret societies, symbolism in art and literature, and theatrical and rhetorical gestures. The book is a rich source of mainly anecdotal information, and can be appreciated as such. One may not agree with Critchley's inclusion of all the systems in what he calls one aspect of language, or with his view of deaf sign language as 'natural,' 'instinctive,' and 'universal.' Such a view is nevertheless of current as well as historical interest, as it raises the question of what criteria a natural language must satisfy. This book has now been expanded and re-issued as *Silent Language*, Butterworth, London, 1975

8. *Fant, L.J.* *Ameslan: An Introduction to American Sign Language.* Joyce Motion Picture Co., Northridge CA, 1972.

This textbook of ASL is intended to be used in conjunction with live demonstrations and films prepared by the publisher. It includes photographic illustrations of signs. The foreword has a clear definition of sign language, and an explanation of the distinction between the two systems used in the U.S.—signed English or 'Siglish,' and ASL or 'Ameslan.' The focus of the book is on the syntax of Ameslan, for Fant aims "... to put signs together the way deaf people do." This emphasis on syntax makes the book interesting to theoretical linguists as well as potential practitioners of Sign.

9. *Frishberg, Nancy.* "Arbitrariness and Iconicity in American Sign Language," 1975, in *Language*, 51:3.

A detailed examination of some of the historical processes in ASL shows that in general, signs become less iconic and more arbitrary. This is explained in terms of tendencies toward symmetry, displacement of particular types, assimilation and fluidity, the limitation of lexical content to the hands, and morphological preservation. The author suggests that ASL may be moving toward a linguistically ideal proportion of icons and symbols.

10. *Gardner, B.T. and R.A. Gardner.* "Teaching Sign Language to a Chimpanzee," 1969, in *Science*, 165, 664-672

This is the report of a project investigating the extent to which a chimpanzee can be taught human language. ASL is used because of the considerable manual dexterity of chimpanzees as contrasted with their ability to vocalize. Though the project focuses on its chimpanzee user, rather than sign language as such, it provides an affirmation of the adequacy of Sign in a communicative context, and is interesting in its relatively rare assumption that ASL is a valid and representative human language.

11. *Hayes, Francis.* *Gestures: A Working Bibliography*, 1957. (Reprinted from *Southern Folklore Quarterly*, XX1, 218-317.)

This is a list of almost 1,000 works on gestures considered

from many different points of view. Most of them were published in the first part of this century, but there are also some from the 18th and 19th centuries. Most are in English, but some are in German, French, Italian, Dutch, and Icelandic. The brief annotations for each entry reveal a wide range of areas where gesture is investigated—religion, rhetoric, drama, baseball, etc. The authors of the works write from a diversity of professional backgrounds, including anthropology, sociology, psychology, communication theory, literature and journalism. The style and scope of the works vary.

12. *Kilma, Edward S. and Ursula Bellugi.* "The Signs of Language in Child and Chimpanzee," 1972, in T. Alloway, L. Krames, and P. Pliner, eds. *Communication and Affect*, Academic Press, Inc., New York, 67-96.

A basic discussion of the nature of language is followed by a brief review of language experiments with chimpanzees, a consideration of language modes, and a description of the combination of the three simultaneous parameters in the signs of ASL. This is well illustrated by photographs and exemplified with data from memory tests. Observations are reported on Sign as a first language which show close parallels to the acquisition of spoken language

13. *Mallery, Garrick.* "Sign Language among North American Indians," 1881, in Sebeok, T.A., ed. *Approaches to Semiotics* 14, Mouton, The Hague, 1972.

For modern readers, the greatest value of Mallery's classic monograph is probably its informative aspect, for extracts from his dictionary give detailed illustrations and comparative descriptions of many Indian signs. The author also presents his own theory of signs, including their historical origin, relation to gestures and to deaf-mute sign language, and to ideographic writing systems. He is firmly of the opinion that there is a universal, natural sign language under which all systems may be subsumed. Whatever the view of the reader, Mallery's theories and data should stimulate further thought and research into the nature and definition of language.

14. *Markowicz, Harry.* "Aphasia and Deafness," 1973, in *Sign Language Studies*, 3, 61-71

This article raises more problems than it solves, and that is its main value. The author shows how more research into aphasia and deafness might yield significant results for both fields of investigation. He is particularly interested in the relation between the representation of visual and auditory language in the brain, and suggests that investigation of the ability of the deaf to read ideographic, as compared with phonemic, writing systems might reveal the significance of a phonological component in the brain.

15. *O'Rourke, T.J.* *A Basic Course in Manual Communication.* National Association of the Deaf, Silver Spring, MD, 1973.

The title of this book is self-explanatory. It is included here as a readily available source of over 700 illustrated signs used by the American deaf, whether in signed English or ASL. The signs are grouped into lessons, with corresponding sentences for practice. However, the syntax would have to be taught by the teacher, and would vary according to the system being presented

17. *Schlesinger, H.S.* "Language Acquisition in Four Deaf Children," in Schlesinger, H.S. and K. Meadow, *Sound and Sign*, Berkeley, Univ. of California Press, 1972, 45-87.

This is one of the few published studies of the acquisition of sign language. Three categories of children are studied: deaf children of deaf parents, deaf children of hearing parents, and hearing children with a deaf grandmother. The similarities that can be found in the pattern of sign language acquisition as compared with previously documented cases of spoken language acquisition are remarkable, and lead the author to conclude "that the milestones in sign language acquisition generally parallel the milestones of spoken language acquisition." In addition, an interesting finding which could have con-

siderable implications for deaf education is that knowledge of sign language does not impede speech acquisition, but actually seems to contribute to it.

18. Siger, L.C. "Gestures, the Language of Signs, and Human Communication," 1968, in *American Annals of the Deaf*, 113, 11-27.

The author attempts to place the relation between sign language and other gestural communication in a historical context. He traces the history of systems of counting on the hands and of manual alphabetic systems with interesting illustrations from texts dating as far back as the 10th century. He shows the importance of gesture in antiquity and again in the Renaissance, and distinguishes between rhetorical gestures and symbolic gestures, considering the latter to be the basis for the development of the sign language of the deaf as promoted by De l'Epee in France in the 18th century. Siger sees modern sign language as a highly developed system of conveying information, but he stresses its artistic potential, which it has in common with nonverbal communication.

19. Stokoe, W.C. "CAL Conference on Sign Languages," 1970, in the *Linguistic Reporter*, 12:2, 5-8

This begins as a report of the first national conference on sign languages held by the Center for Applied Linguistics in December 1969. The account is interesting as a summary of sign language as viewed by several different scholars. The emphasis is on definitional questions. In the second part of his article Stokoe gives an explanation of the various modes of manual communication used in the U.S.

20. Stokoe, W.C. *Semiotics and Human Sign Languages*. (Approaches to Semiotics 21, T.A. Sebeok, ed.) Mouton, The Hague, 1972.

ASL is analyzed and compared to spoken language in a semiotic framework. The author strongly counters the view that sign language is primitive, natural or universal, and stresses that its symbolic function is of most importance. He presents his own 'cheremic' and 'morphoheric' analysis, by which he is able to demonstrate that Sign has duality comparable to spoken language. He also discusses the syntax and semantics of Sign, clearly demonstrating that theories of spoken language are not quite adequate to deal with it, mainly because of characteristics resulting from the visual modality. The book includes some information on current research in sign language, and also reprints of articles by Woodward ("A Transformational Approach to Syntax"), Stokoe ("Sign Language Diglossia"), and Williams ("Bilingual Experiences of a Deaf Child"). This work is to be particularly valued for its contribution to the validation of Sign as a natural language.

21. Stokoe, W.C. "Sign Syntax and Human Language Capacity," 1973, in *The Florida FL Reporter*, 11.1, 2.

This is a fascinating excursion into the realm of possibilities of the ways that the human language capacity may be expressed in the syntax of sign language. After an explanation of the varieties of Sign used in the deaf community, and their relation to one another and to English, the author gives an account of a taped performance of a prose poem in sign language. This is the basis for an exploration of the syntax of Sign, showing that it is by no means restricted. In addition to better known characteristics of ASL, he describes how signs are modified individually in an analogic way to represent space, time, and motion.

22. Stuckless, E.R. and J.W. Birch. "The Influence of Early Manual Communication on the Linguistic Development of Deaf Children," 1966, in *American Annals of the Deaf*, 111, 452-62.

It is shown from tests on two matched groups of deaf adolescents, that those who had communicated manually from infancy were superior in reading, speechreading, and writing. The authors conclude that early manual communication has a positive effect on 'language skills' (i.e. English). They do not,

however, consider its validity as a linguistic system in its own right. They avoid embroiling themselves in the oral/manual controversy in deaf education by advocating greater use of manual communication only at preschool age.

23. Tervoort, B.T. "Esoteric Symbolism in the Communication Behavior of Young Deaf Children," 1961, in *American Annals of the Deaf*, 106, 436-79.

From his study of Dutch and American deaf children, the author traces the developmental process by which 'natural' or motivated signs become formalized and free of motivation, so that they can be used independently of a given situation. He is primarily concerned with the 'minimal free unit of usage' and its symbolic nature. He also discusses metaphoric, ironic and idiomatic usage, 'sublinguistic' signing, mimicry, and the relation of signing to speech and fingerspelling.

24. Woodward, J.C. "Some Characteristics of Pidgin Sign English," 1973, in *Sign Language Studies*, 3, 39-46.

This is probably one of the first attempts to apply the concept of pidgin to a visual-manual mode. The author suggests that Pidgin Sign English (PSE) may be an intermediate variety between ASL and standard English, and he demonstrates that it has characteristics in common with both these languages as well as with other pidgins. Its sociological features are discussed, and it is suggested that like ASL, PSE could be described within the framework of variation theory.

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.

WORKSHOPS—from page 1

While the specific components of individual workshops varied, they all covered Vietnamese cultural awareness and orientation, Vietnamese education and curriculum, ESL methodology and materials, Vietnamese language and phonology, materials adaptation, and bilingual and adult education.

Staff who participated in the workshops were Nguyen Hy Quang, Barbara Robson, Vu Nhat Thanh, Hoang Quynh-Hoa, Anne Convery, Allene Grognet, and Sister Blanca Rosa Rodriguez. In addition, Mary Galvan, former president of TESOL, and Muriel Saville-Troike, professor of linguistics at Georgetown U, took part in several workshops as consultants to the Clearinghouse.

The LR is only part of CAL's notabilia...

El Lenguaje de los Chicanos edited by Eduardo Hernandez-Chávez, Andrew D Cohen, Anthony F. Beltramo 1975 \$7 00

The FIRST book to comprehensively look at the language of the Chicanos. A collection of 20 important articles which examine the major aspects of the dynamic confrontation of Spanish and English in the Southwest

Spanish and English of United States Hispanos: A Critical, Annotated, Linguistic Bibliography edited by Richard V Teschner, Garland D Bills, and Jerry R. Craddock 1975 \$7 95

One of the most extensive annotated bibliographies yet to be published on the language of the Hispano communities. Contains 675 items relating in full or in part to the speech and language behavior of Chicanos (Mexican-Americans), mainland Puerto Ricans, Cubans, Sephardic Jews, *peninsulares* (Spaniards), and *isleños* (Canary Islanders in Louisiana)

The Proceedings of the First Inter-American Conference on Bilingual Education edited by Rudolph C Trolke and Nancy Modiano 1975 \$12 00

Thirty papers by leading figures in bilingual education in the Americas. The conference provided a forum for educators, linguists, and government officials from the United States, Canada, and Latin America to exchange information, ideas, and experience in this vitally important new development in education. In Spanish and English.

A Survey of the Current Study and Teaching of North American Indian Languages in the United States and Canada by Jeanette P. Martin 1975 \$4 00

Published jointly with the ERIC Clearinghouse on Languages and Linguistics, this volume presents a composite picture indicating the scope of recent developments on the study and teaching of North American Indian Languages. Lists 101 American Indian language courses.

Testing Language Proficiency edited by Randall L Jones and Bernard Spolsky 1975 \$7 95

The articles in this volume discuss the various measures used today for testing language proficiency

Material Development Needs in the Uncommonly-Taught Languages: Priorities for the Seventies. 1975 \$3 95

Contains selected papers from a USOE-sponsored conference. Topics discussed include recent advances in materials development, the areas in which material development is urgently needed, and additions to the Fife-Nielson list.

Language Planning

Languages Surveys in Developing Nations: Papers and Reports on Sociolinguistic Surveys edited by Sirarpi Ohannessian, Charles A Ferguson, and Edgar C. Polome. 1975 \$8 50

One of the most important new works in the field of sociolinguistics, this book is a *must* for both teachers and students, providing not only a background in the general techniques of field surveys of language use, maintenance, but definitive examples of some of the major surveys conducted in recent years.

English-Language Policy Survey of Jordan: A Case Study in Language Planning, by William Harrison, Clifford Prator, and Richard Tucker. 1975 \$8.50

This work stands as a model for future language policy endeavors and as a reference text for students and teachers of language planning. Contains discussions of the survey, its implications, and its results. An introductory essay by Thomas P. Gorman.

By purchasing 3 or more copies of any combination of titles, LR readers may take advantage of a 10% discount on the total order. All orders must be prepaid.

			<i>Order Form</i>	
	Title	No Copies		Amount
name _____	_____	_____	_____	_____
address _____	_____	_____	_____	_____
_____ zip _____	_____	_____	_____	_____
	Total			_____
				Discount _____
				Total Enclosed _____

THE EDINBURGH COURSE IN APPLIED LINGUISTICS

The study and teaching of Applied Linguistics at the University of Edinburgh has deservedly won a world-wide reputation and has played a significant part in defining the scope of this extensive, continually developing area of study. THE EDINBURGH COURSE IN APPLIED LINGUISTICS consists wholly of material which has been selected, developed and tested in the teaching of the University's course. The four volumes complement each other to form an integrated series though each volume is designed as a self-contained unit and can be used on its own.

Volume I: Readings for Applied Linguistics, edited by
J. P. B. Allen and S. Pit Corder. 1973 294 pp. cloth \$15.25 paper \$9.00

Volume II. Papers in Applied Linguistics, edited by
J. P. B. Allen and S. Pit Corder. 1975 388 pp. cloth \$24.00 paper \$17.00

Volume III. Techniques in Applied Linguistics, edited by
J. P. B. Allen and S. Pit Corder. 1974 384 pp. cloth \$24.00 paper \$13.95

Volume IV. Testing and Experimental Methods, edited by J. P. B.
Allen and Alan Davies. Forthcoming, Fall 1976 256 pp. cloth and paper

TOWARDS AN ANALYSIS OF DISCOURSE

The English Used by Teachers and Pupils

J. McH. Sinclair and R. M. Coulthard

A short updated review of the whole field of discourse analysis opens this new text. It is followed by a description of developments in the authors' system of analysis as a result of continuing research into the language used in teacher-pupil relationships and also doctor-patient interviews, industrial committees, and television discussions.

1975 163 pp. paper \$8.00

Please write for free brochures describing other Oxford teaching materials in English as a Second Language and Basic English Language Skills. We will be pleased to consider requests for examination copies. Write to: Jean N. Dale.

English Language Teaching Department
OXFORD UNIVERSITY PRESS
200 Madison Avenue
New York, New York 10016

Prices are subject to change.

BOOK NOTICES—from page 4

linguistics. The book, accompanied by a set of audio cassette tapes, includes twenty basic lessons designed to teach Coeur d'Alene as a second language.

The course focuses on communication skills rather than grammatical analyses. Illustrated throughout by tribal artists and rich with literal translations, the book offers a keen insight into Coeur d'Alene culture and thought patterns.

A Bibliography of Pidgin and Creole Languages, compiled by John E. Reinecke, Stanley M. Tsuzaki, David DeCamp, Ian F. Hancock, and Richard Wood. (Oceanic Linguistics Special Publication No. 14.) Honolulu HI, University Press of Hawaii, 1976. lxxi, 804 pp. \$25.00.

This book is a complete and authoritative collection of materials on pidgin and creole languages. Each language section is preceded by an introduction giving sociological and historical data about the lan-

guage and its speakers, and a discussion of the present state of knowledge concerning it. Most entries are annotated with a succinct description of the material contained in the reference and a discussion of its value. Materials are included from the earliest mention of pidgins and creoles to the end of 1971.

Performing with Objectives, by Florence Steiner. Rowley MA, Newbury House, 1975. 148 pp. \$5.95.

This book, written by and for a foreign language teacher, is intended as a practical guide to the use of performance objectives in the foreign language classroom. A rationale for these objectives is presented, followed by a discussion of purposes, resources, and activities involved. Attention is given to the selection of objectives in curriculum planning, and the teaching of various language and cultural skills is discussed with reference to such objectives. Other topics include: the relation of performance objectives to individualized instruction, difficulties inherent in implementing change, and career education.

FLASH

NABE Election Results

<i>President Elect:</i>	<i>María Medina Swanson (IL)</i>
<i>Vice President:</i>	<i>Juan de Dios Solis (TX)</i>
<i>Secretary:</i>	<i>Luis Vazquez (FL)</i>
<i>Treasurer:</i>	<i>Alva Moesser (CA)</i>

The Linguistic Reporter

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

nonprofit organization
U S POSTAGE
PAID
WASHINGTON, D C
PERMIT NO 41429

The **Linguistic**
REPORTER

a newsletter in applied linguistics

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

LINGUISTICS AT NSF

by Paul Chapin

[Dr. Chapin is Dir, Ling Prog, NSF]

I am pleased to report to the linguistics community that the recognition of Linguistics as a distinct discipline and program of research support in the National Science Foundation, first expressed by the establishment of a Linguistics Program on October 31, 1975, has been given added impetus and visibility by the recent appointment of an Advisory Panel for Linguistics. The functions of the Panel will be to evaluate the actions of the Linguistics Program and their impact on the linguistics community, provide advice as to future directions for the Program, and review individual research proposals submitted to the Program.

Members of the Panel are appointed for one-year terms, renewable up to a maximum of three years service. The initial members of the newly appointed Panel are William O. Dingwall (U Maryland), Victoria Fromkin (UCLA), Ives Goddard (Harvard), Roger Shuy (Georgetown and CAL), Carlota Smith (U Texas), and Arnold Zwicky (Ohio St).

The existence of the Panel may have an effect on the length of the proposal review process. Research proposals in linguistics have until now been reviewed on a continuous basis, with a time requirement of about six months from receipt of the proposal to a starting date for funding if the proposal is successful. The Panel is expected to meet three times annually, in Fall, Winter, and Spring, and this schedule is likely to impose a rhythm on the review process. A proposal which arrives too late for consideration at one Panel meeting will have to be held over to the next one. Through the academic year it should still be possible

See NSF—5, Col. 2

Featured Inside . . .

Child Language Newsletter	6-7
Linguists Wanted	8
Meetings & Conferences	4-5, 9
View from the Center	2

DEMERT TAKES BIA POST

William Demmert, formerly the first Deputy Commissioner of Indian Education at USOE, has accepted an appointment as head of the Bureau of Indian Affairs' education programs. Dr. Demmert, who assumed his post at USOE in January 1975, is expected to provide a substantial impetus to improvement of the BIA's educational programs, which have often been criticized for their lack of responsiveness to the actual needs of the Indian community.

In 1976, the BIA has an education budget of \$243 million. Of this, it spends \$156 million to operate boarding and day schools at the elementary and sec-

See Demmert—7, Col. 2

USOE'S OFFICE OF BILINGUAL EDUCATION IS REORGANIZED

USOE's Office of Bilingual Education has been reorganized into 3 new Divisions responsible to the Office of the Director—the Division of Elementary and Secondary Education (Rudy Muñoz, Acting Dir); the Division of Postsecondary Education (F. LeRoy Walser, Acting Dir); the Division of Program Development (Rudy Cordova, Acting Dir). The reorganization is authorized under Sec. 731b (2) of PL 93.380 (Elementary and Secondary Education Act of 1965 as amended). Programs under each division, along with funding appropriated for 1976, are outlined below:

Div of Elem & Secondary Ed	Basic Prog (LEA-Demonstration)	\$82.5 mil
	LEA-Related Training	9.375 mil
Div. of Post-secondary Ed	Inst of Higher Ed Assistance	4 mil
	Stipends	2.995 mil
	Fellowships	4 mil
Div of Prog Dvlpt	Materials Dvlpt	7 mil
	Training Resource Cntr	5 mil
	State TA & Coord	-0-
	Research & Demonstration	-0-

The View from the Center: *The Future of MT*

There is a widespread myth among linguists that machine translation—or, properly, machine-aided translation—which was the object of intense effort and research a decade and a half ago, was found to be a failure and has since been abandoned. Nothing, in fact, could be further from the truth.

Although a number of institutions and agencies in the U.S. and elsewhere undertook extensive efforts in the late 1950's and early 1960's to develop computer programs for translation, only one, the Georgetown University program, succeeded in becoming fully operational (without requiring extensive pre- or post-editing). The Georgetown program was the ultimate basis for two of the major functioning MT programs in the U.S. today, that at Oak Ridge and at Wright-Patterson Air Force Base. These and other programs every year produce thousands of usable scientific and technical translations. However, they are all built on a research base which is now nearly twenty years old.

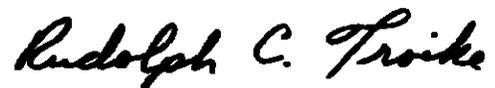
The 1966 report of the Automatic Language Processing Advisory Committee (ALPAC), which concluded that MT results had not been fully satisfactory, led to the virtual elimination of government support for MT research. While the conclusion was not strictly justified (for example, scientists at Oak Ridge and Euratom, given a choice between human and machine translation, both opted for the latter), the reduction in funding was timely, since the extant programs had largely exhausted the then-available possibilities in computer technology and linguistics.

Unfortunately, much of the money spent on machine translation projects was applied to the-

oretical research rather than being used for translation—which was often disparaged as being merely practical and lacking in theoretical interest. It is therefore ironic that had more research been done directly on translation, the development of linguistic theory itself might have been accelerated by five to ten years. (Interestingly, transformational linguists, so often linked with computers in the popular mind, had little involvement with MT.)

In the ten years since the ALPAC report, there has been considerable development in computer technology and in linguistics. The state of the art has advanced in both fields to the point where a new synthesis is now possible, which could produce greatly improved translations on a more cost-effective basis. (Unfortunately, one of the few projects in recent years to try this, at Berkeley, was curtailed last year for lack of funds.)

The time has now come for a new effort in MT to be undertaken. Properly conducted, such an effort would not only improve the quality and efficiency of translation, but would add to our knowledge of substantive universals and semantics, as well as deepen our understanding of particular languages. MT can make an important contribution to the building of the information base on which the growth of linguistic theory must depend, at the same time that it produces a result of great practical value.



Rudolph C Troike

Director. Rudolph C Troike; *Deputy Director and Associate Director for Information Services.* A Hood Roberts, *Associate Director for International Activities.* David DeCamp; *Associate Director for Domestic Activities.* Roger W Shuy, *Associate Director for Planning and Administration.* John H. Hammer; *Comptroller.* Walter P. McIntosh.

Editor. Begay B Atkinson; *Managing Editor.* Marcia E. Taylor, *Associate Managing Editor.* Diane Bartosh.

The Center for Applied Linguistics, established in 1959 through a grant from the Ford Foundation, is an independent non-profit professional organization dedicated to the application of the findings of linguistic science to the solution of educational and social problems. The Center carries out policy studies, research and development, and information dissemination in areas relating to language and linguistics, and works to promote cooperation between linguistics and other disciplines.

The *Linguistic Reporter*, the Center's newsletter, is published 9 times a year. Subscriptions are entered on an academic year basis only, with each new volume beginning in September and concluding in June of the following year. Editorial communications, advertisement inquiries, and books for review should be directed to the Editor, *The Linguistic Reporter*, CAL, 1811 N Kent St, Arlington VA 22209. Communications concerning subscriptions should be directed to the Subscriptions Secretary at the same address. Permission is granted for quotation or reproduction from the LR provided acknowledgement is given. Subscription rates \$4.50, \$9.50 (domestic airmail), \$14.50 (foreign airmail).

Board of Trustees. Arthur S. Abramson, Sec-Treas, LSA, and Prof of Ling, U Connecticut, Ex-officio Charlotte K. Brooks, Adjunct Prof of Eng, American U., John Elmendorf, Consultant, Academy for Educational Management, Charles A. Ferguson, Prof of Ling, Stanford, Morris Halle, Prof of Ling, MIT, Dell H. Hymes, Dean Sch of Ed, U Pennsylvania, Ilse Lehiste, Prof of Ling, Ohio State U., Winfred P. Lehmann, Prof of Ling, U Texas-Austin, †Albert H. Marchwardt, Princeton, George A. Miller, Prof, Rockefeller, U Herbert H. Paper, Prof of Ling, U Michigan, Dillon Platero, Dir Navajo Div of Ed Navajo Nation, Eugene B. Pnwar, Retired Pres, Univ Microfilms, Malcolm D. Talbot, Pres, Rutgers Univ Foundation, William Turnbull, Educational Testing Service, Gordon B. Turner, Vice Pres ACLS, Jack H. Vaughn, Pres, Planned Parenthood Federation of America.

NRC COMMITTEE REPORTS ON RESEARCH AT NSF

The Natl Research Council committee established at the request of NSF to examine its programs in the behavioral and social sciences has issued its interim report. The committee, which is headed by Herbert A. Simon (Chmn, Dept of Psych, Carnegie-Mellon U), concurred that the quality of NSF's basic research projects is "generally excellent," although some areas are neglected. This opinion did not, however, extend to RANN programs, which were found to be "of significantly lower quality" and "on average, not impressive."

Other committee findings included:

- Projects requiring large-scale or long-term support tend to be either discouraged or rejected. Examples of areas in need of research include longitudinal studies over extended time periods, comparative research across nations and cultures, and research facilities of national importance.

- Many important, high quality investigations are currently underfunded or not funded at all.

- Research involving laboratory experimentation, or using advanced mathematical and other quantitative techniques seems to be most actively encouraged. While this emphasis is appropriate to the NSF setting, more needs to be done to support studies using techniques of field research and ethnographic analysis of social institutions and processes.

- Outside review panels should be created for all programs currently lacking them.

In regard to RANN programs, the committee's finding and recommendations were:

- Procedures for developing programs and for solicitation and review of proposals make inadequate provision for participation of the relevant applied scientists. More participation of the performer communities is essential for judging the scientific quality of proposed projects.

- Research objectives are often not fully achieved due to poor operation of the programs. Proposals are often selected to fit narrowly-specified programs, and response to genuinely unsolicited proposals is poor.

NSF Awards Grad Fellowships

The Natl Science Foundation (NSF) has announced the award of 550 Graduate Fellowships. Under the program, recipients are supported for 3 full years of graduate study which may be used over a 5-year period. The following is a list of recipients, along with the institution they plan to attend, of awards for graduate study in linguistics: Cheryl A. Arko, U Minnesota; Janet M. Breckenridge, MIT; Michael R. Dilts, Harvard; Orin D. Gensler, U Cal-Berkeley; Madeleine Newfield, Cornell; Janet S. Sabin, MIT; Richard M. Saenz, U Massachusetts; John V. Singler, UCLA.

- Greater stability of programs and longer-range support of projects are necessary to improving the quality of the research projects funded by RANN.

- The designation of areas within the scope of RANN programs should be modified to more closely correspond to the structure of the applied fields performing the research.

- Greater staff participation with training in the social and behavioral sciences is needed.

Copies of the report are available free of charge from: Assembly of Behavioral and Social Sciences, NRC, 2101 Constitution Ave, Washington DC 20418.

ACLS GRANTS AWARDED

The Amer Council of Learned Societies (ACLS) awarded a large number of grants and fellowships under its various programs during fiscal year 1975. Of these, 18 were in support of study and research in linguistics and related fields. The recipients were: Apostolos N. Athanassakis, U Cal-Santa Barbara: A philological commentary on *Iliad I*; Weldon South Coblin, Jr., U Iowa: Chinese phonology of the Eastern Han period; Connie C. Eble, UNC: Late Old English inflectional system; Jarmila Emmerova, Charles U, Prague: Research at Emory U on contemporary American language and culture; Edith A. Folb, U Cal-Irvine: Language and the black woman; Richard E. Grandy, UNC: Study in syntactic and semantic theories in linguistics; Eugene Green, Boston U: Linguistic and social properties of Massachusetts place-names; Eleanor H. Jordan, Cornell: A sociolinguistic study in Japan of attitudes toward language and their effect on intercultural communication; Young Key Kim-Renaud, U Hawaii: Research on vowel harmony in the Korean language; Boguslaw Lawendowski, U Warsaw: Research at Indiana U on a linguistic analysis of emotive forms of communication in American English; Robert A. MacDonald, U Richmond: Linguistic analysis of the *Especulo* of Alfonso X of Castile; Karl H. Menges, Columbia: The grammar of Tungus languages; Harold F. Schiffman, U Washington: Incipient bilingualism among Sri Lanka's Indian Moors; Dan I. Slobin, U Cal-Berkeley, and Dogan Cuceloglu, Hacettepe U: Research in the US and Turkey on language reform, person perception, and values in Turkey; Leslie L. Threatte, Jr., U Cal-Berkeley: The grammar of Attic inscriptions; Elizabeth C. Traugott, U Pennsylvania: The space of linguistic time; D. Rodney Watson, U Manchester: Research at SUNY-Buffalo on minority group study with special reference to language use in interpersonal relations; George M. Williams, Jr., SUNY-Buffalo: East German theories of the relation between the social use of language and linguistic structure.

news briefs

Attention is called to 2 issues of the *Federal Register* which are of importance to those in linguistics and related fields. Vol 40: 213, pp 51282-51345 (Tues, Nov 4, 1975), deals with the revocation, redesignation, and issuance of regulations for the Indian Self-Determination and Education Assistance Act; Vol 41:47, pp 10200-10207 (Tues, March 9, 1976), contains rules and regulations for Modern Foreign Language Training and Area Studies (insofar as they relate to higher ed progs). . . . A linguist has been appointed Assistant Commissioner for Education for Public Affairs at USOE. She is Dr. Shana Gordon, previously chief evaluation officer, senior policy analyst, and planner at NIE. Dr. Gordon holds a PhD in ling/ed from U New Mexico. . . . A call for papers has been issued for a new journal—*Linguistics and Philosophy*—scheduled to begin publication in Fall 1976. Areas within the journal's scope include: aspects of the philosophy of lang such as meaning and truth, reference, description, entailment, and speech acts; syntax, semantics, and pragmatics; systems of logic with strong connections to natural lang; ling methodology, the status of ling theories, and the nature of ling universals; lang acquisition, lang and perception, and lang as a social convention. Contributions may be in the form of articles, review articles, notes, discussions, or remarks and replies and should be addressed to: Robert Wall, Dept of Ling, U Texas, Austin TX 78712. . . . The Fall issue of *GATESOL Occasional Papers* contains a number of articles which should be of great interest to those involved with bilingual, minority, and Vietnamese refugee ed. Briefly these include: "The Lau v. Nichols Supreme Court Decision of 1974," "The Acquisition of English and the Maintenance of Spanish in a Bilingual Education Program," "The Culver City Schools' Spanish Immersion Program," "Tones in Vietnamese and English," and "A Brief Comparative Study of English and Vietnamese Syntax." Copies of the issue are available for \$2.00 from: K. Sutherland, 558 7th Ave, Menlo Park CA 94025. . . . The Dept of Eng at U Jyväskylä has begun publication of a series of reports entitled *Jyväskylä Contrastive Studies*. The series will contain reports on the progress and results of the university's Finnish-Eng Contrastive Proj. The first volume in the series—*A Select Bibliography of Contrastive Analysis*—covers materials published, for the most part, after 1965 and is intended as a primary aid for Finnish students and teachers looking for material for contrastive topics. For further information write: Dept of Eng, U Jyväskylä, 40100 Jyväskylä 10, Finland. . . . The Cntr for the Study of Tchng at La Trobe U's Sch of Ed has published an occasional paper entitled *Bilingual Education*, consisting

See News Briefs—9, Col. 1

meetings and conferences

- July 10. Intl Conf of the Society for Elvish Studies, 1st. Oswego NY.
- July 10-16. World Eds Conf. Honolulu HI
- July 13-15. Workshop on Stanford Phon Archive. Oswego NY.
- July 17-18. Summer Conf on 2nd Lang Learning & Tchng. Oswego NY.
- July 24-25. Colloquium in Hisp & Luso-Brazilian Ling. Oswego NY.
- July 26-30. Brazilian Ling Sem, 9th. Porto Alegre, Brazil.
- July 28-31. Phil-Amer Comm Conf, 1st. Manila, Philippines.
- July 28. Indo-Eur & Typological Studies. Oswego NY.
- July 29. Mtg of Amer Dialect Society. Oswego NY.
- July 30-Aug 1 LSA Summer Mtg. Oswego NY.
- Aug 2-4 Conf on Typology & Syntactic Field Work. Oswego NY.
- Aug 6-7. Conf on Amer Ind Ling & Native Amer Festival. Oswego NY.
- Aug 12-14. Intl Conf on Salishan Langs, 11th. Seattle WA.
- Aug 17-19. World Cong of the Intl Reading Assn, 6th Singapore.
- *Aug 18-23. Amer Assn of Tchrs of German. Philadelphia PA.
- Aug 20-24. Ann LACUS Forum, 3rd. El Paso TX
- Aug 25-27. New Zealand Ling Conf, 1st. Auckland, NZ.
- Aug 26-29. Lang Assn of E Africa, 3rd. Nairobi, Kenya.
- Aug 26-31. World Cong of Phon, 3rd. Tokyo, Japan.
- Aug 28-30. Eur Ling Society. Salzburg, Austria.
- *Aug 30-Sept 2. Amer Sociological Assn. New York NY.
- Sept 1-4. Intl Phon Mtg, 3rd. Vienna, Austria.
- Sept 3-7. Amer Psych Assn Washington DC.
- Sept 13-14. Seminar on Trans. Exeter, England
- *Sept 23-25. Intl Colloquium on Automatic Lexicography. Analysis, and Trans. Saarbrücken, West Germany. [See LR 18:9, p 9]
- Sept 24-25. Semiotic Society of America, 1st. Atlanta GA.
- *September 24-26. Conf on Sign Lang and Neuroling. Rochester NY. [See LR 18:9, p 9]
- *Oct 1-2 Boston U Conf on Lang Dvlpt, 1st. Boston MA. [See LR 18:9, p 9]
- *Oct 5-9. Amer Society for Info Sci, 39th. San Francisco CA.
- *Oct 6-9. Amer Assn for the Advancement of Slavic Studies. St. Louis MO. (Write: Warren W. Eason, AAASS, Rm 254, 190 W 19th Ave, Ohio St U, Columbus OH 43210.)
- *Oct. 7-9. Southern Conf on Lang Tchng. Atlanta GA.
- Oct 15-17. Sym of Ling Approaches to the Poetry of Edna St. Vincent Millay. Albany NY

meetings and conferences

- Oct 22-24. Ann Conf of the NY St Eng to Speakers of Other Langs & Bilingual Ed's Assn. Albany NY.
- *Oct 28-30. Ling Assn of the S & SW. Dallas TX [Abstracts by June 1, 1976 to: Bates Hoffer, Ling Dept, Box 306, Trinity U, San Antonio TX 78284.]
- *Nov 3-6. African Studies Assn. Boston MA. [See LR 18:9, p 9]
- *Nov 12-14. Natl Assn for the Ed of Young Children. Anaheim CA
- *Nov 16-19. Acoustical Society of America San Diego CA.
- *Nov 17-21. Amer Anthropological Assn, 75th. Washington DC
- *Nov 20-23. Amer Speech & Hearing Assn Houston TX
- *Nov 25-27 Natl Council of Tchrs of Eng, 66th Chicago IL.
- *Nov 25-28 Amer Council on the Tchng of FLs, 10th. New Orleans LA.
- *Dec 26-29 Modern Lang Assn, 91st. New York NY.
- *Dec 26-29. Amer Dialect Society. New York NY.
- *Dec 27-30. Amer Assn of Tchrs of Slavic & E Eur Langs. New York NY
- *Dec 27-30. Amer Assn of Tchrs of Slavic & E Eur Langs. New York NY.
- *Dec 28-30. Amer Philological Assn New York NY
- *Dec 28-30. Amer Assn of Tchrs of Span & Port. Atlanta GA.
- *Dec 28-30. LSA, 51st. Chicago IL

1977

- Jan 22. Ann Mtg of the Dutch Ling Society Amsterdam, The Netherlands.
- Feb 7-12. Cong de Profesores de Segunda Lengua de los Paises del Convenio "Andres Bello," 1st. Trujillo, Peru.
- Mar 29-31. Ann Mtg of the Ling Assn of Gt Britain. Birmingham, England.
- July-Aug Salzburg Intl Summer Sch in Ling Salzburg, Austria.
- *July 4-9. Intl Cong of Acoustics. Madrid, Spain. (Write: Ing F. Kolmer, c/o Acoustical Comm, CSVA, Provaznicka 8, 11000 Prague 1, Czechoslovakia.)
- Aug 7-14. World Cong of Jewish Studies, 7th. Jerusalem, Israel.
- *Aug 15-18. Intl Cong of Logopedics & Phoniatrics. Copenhagen, Denmark. (Write: Intl Assn of Logopedics & Phoniatrics, c/o Copenhagen Cong Cntr, Cntr Blvd, DK-2300 Copenhagen, Denmark)

*Indicates first listing for conference. Full details on other items in the above list may be found in previous issues of the LR.

Mexican Meeting Focuses on Uto-Nahuatl Languages

A Round Table on Uto-Nahuatl Langs, sponsored by the Summer Inst of Ling and the Dept of Ling at the Inst Nacl de Antro e Historia, was held March 5-6, 1976 in Mexico City. Topics covered during the 2-day conference included progress in the study of Nahuatl, problems in translating Nahuatl sources, and studies in Northern Paute, Southern Tepehuan, and Western Tarahumara. The proceedings of the Round Table will be published. For further information contact: Leonardo Manrique, Dept de Ling, Museo Nacl de Antro, Calz de la Milla y Reforma, Mexico City, Mexico.

NSF—from page 1

to complete review within the normal six months, but a proposal which arrives too late for the Spring meeting will be held until Fall.

In other news of interest to those engaged in linguistic research, the NSF budgetary authorization for Fiscal 1977 has passed both houses of Congress at a level which would allow a substantial increase in spending authority over present levels. Despite well-publicized criticisms, a majority of the Congress, as well as the Administration, appear to favor strengthening the national effort in basic research.

Individuals who have been requested to provide mail reviews of research proposals since the first of the year have received a notice that their reviews will be transmitted verbatim to the Principal Investigator responsible for the proposal, if the Investigator requests it, after action on the proposal has been completed. The reviewer's anonymity is preserved by removing his/her name and other identifying information from the review, but the review is otherwise unedited. There have been questions in the minds of many as to what effect this procedure might have on the peer review system. So far the only systematic effect I have noticed on reviews within the Linguistics Program is that they tend to be written somewhat more formally, less personally, in tone than before: criticism has not been muted, and no one has yet declined to provide a review on grounds of objection to the new system.

The National Science Foundation is continually interested in expanding the pool of available reviewers of research proposals. Linguists who have not been asked to review proposals and would be willing to do so should write to me and let me know their names, addresses, and special areas of competence. Letters may be addressed to: Paul G. Chapin, Ling Prog, NSF, Washington DC 20550. I would also be happy to hear from persons who have research ideas they would like to explore in an informal way before preparation of a formal proposal.

CHILD LANGUAGE NEWSLETTER

Editor: David Ingram

Vol. 3, No. 1

May 1976

BOOK NOTICES

Foundations of Language Development, edited by Eric Lenneberg and Elizabeth Lenneberg. 2 vols. New York, Academic Press, 1975.

This important book presents a variety of papers on selected topics in language development. The major topics and contributing authors are: Volume I: I *Preliminaries*—MacDonald Critchley, Eric Lenneberg, Giulio Lepschy, A. A. Leontiev; II *Natural History*—Fernando Nottebohn, Marcus Jacobson, André Roch Lecours, O. O. Zangwill; III *Ontogeny*—Charles Ferguson and Olga Garnica, Sei Nakazima, Francesco Antinucci and Domenico Parisi, I. M. Schlesinger, H. Sinclair, M. A. K. Halliday, Melissa Bowerman, Dan Slobin, Courtney Cazden and Roger Brown, Neil O'Connor, J. de Ajuriaguerra, and R. Tissot.

The second volume focuses on language disorders and education: I *Aphasiology*—Eric Lenneberg, E. Bay, L. S. Tsvetkova, A. R. Luria, André Roch Lecours, O. L. Zangwill, Marcel Kinsbourne, Henry Hécaen; II *Deafness and Blindness*—D. B. Fry, Evelyn Abberton and A. J. Fourcin, Hans Furth and James Youniss, Selma Fraiberg and Edna Adelson; III *Language in the Clinic*—T. T. S. Ingram, A. J. Fourcin, Joanna Ryan, Antonio Lefèvre, J. B. de Quiros and Orlando Schragger; IV *Reading and Writing*—J. de Ajuriaguerra and M. Auzias, Charles Read, Frank Smith, MacDonald Critchley, Susan Philips, E. Weigl.

Modeli u sintaksi dečjeg govora, edited by Mirjana Jocić and Svenka Savić. Novi Sad, 1974.

These are the papers from the conference 'Models of child language syntax and reading in early childhood' held at the Institute of Linguistics in Novi Sad (Yugoslavia), in June 1973. The papers are: Svenka Savić, "Some models of language acquisition"; Dan Slobin, "Berkeley cross-linguistic language development project"; Grace Shugar, "Child activity as a context for the study of child language development"; Ragnhild Söderbergh, "Project of child language syntax"; Zsolt Lengyel, "The development of the nominal declension system of a two-year-old Hungarian child"; Melanie Mikes, "Application and evaluation of theoretical concepts in the research of the Novi Sad group"; Mirjana Jocić, "Syntactical research in child language". There is an English summary of all papers on pp. 149-156 of the book.

The Slow Speech Development of a Bright Child, by Thelma Weeks. Lexington Books, D. C. Heath, 1974.

A longitudinal study of the speech development of Leslie, a half-Indian and half-Caucasian child acquiring English. The book deals with phonological, lexical, morphological, syntactic, and paralinguistic development, focusing on her development of imperatives, negatives, and questions.

Syntax and Piagetian Operational Thought—a developmental study of bilingual children, by Ruth Tremaine. Washington DC, Georgetown University Press, 1975. \$3.50.

"The primary aim of the study was to investigate the possibility that Piagetian operational thought and the comprehension of syntax are based on the same kind of learning process. More specifically, it tested the hypothesis that the attainment of concrete operations would be accompanied by major progress in the comprehension of both English and French syntax by bilingual children" (p. xiii).

Developmental Psycholinguistics: Theory and Application, edited by Daniel Dato. (Georgetown University Round Table on Languages and Linguistics.) Washington DC, Georgetown University Press, 1975.

This is a collection of papers presented at the Georgetown Round Table in 1975. See the *Child Language Newsletter*, 2:1 (May 1975) for a list of the papers.

CONFERENCES

April 2-4, 1976. Child Language Research Forum, Stanford U. This year's keynote speaker was Lois Bloom (Columbia U). Besides Dr. Bloom's address, there were twenty-five other papers on varied topics. For information write: Child Language Research Forum, Dept of Ling, Stanford U, Stanford CA 94305.

April 30-May 1, 1976. Language, Children, and Society, Ohio St. The focus of the conference was "An interdisciplinary perspective on social interaction and language learning." Specific topics were 'Sex differentiation and language learning'; 'Social use of language in the classroom'; 'Conversational competence

in children.' The participants were: Louise Cherry (Ed Testing Ser); Jean Berko Gleason (Boston U); Dell Hymes (U Pennsylvania); Vera John (U New Mexico); Elinor Keenan (USC); Mary Ritchie Key (U Cal-Irvine); Elliot Mishler (Harvard Med Sch); Roger Shuy (Georgetown and CAL). For information write: Olga Garnica, Ling, or Martha King, Early and Middle Childhood Ed, Ohio St, Columbus OH 43210.

June 21-26, 1976. Psychology of Language. U Stirling, Stirling, Scotland. The program will include papers dealing with sentence comprehension and production; linguistic development; mother-child interaction; phonology, and sign language. Contact Robin Campbell, Dept of Psych, U Stirling, Stirling, Scotland FK9 4LA.

August 28-30, 1976. Third International Meeting for Linguistics, U Salzburg, Austria. The theme of this year's meeting is 'Psycholinguistics,' with subthemes of first language acquisition and language pathology. For information write: Prof G. Drachman, Inst für Sprachwissenschaft, Imbergstr 2/III, A-5020 S Salzburg, Austria.

November 12-16, 1976. Plans are currently being made by the Mexican Inst of Audiology and Lang to organize an international conference on child language to be held in Acapulco, Mexico. The conference will be devoted to both normal and delayed acquisition of language. At press time, the preliminary program was not yet available. For information write: Inst Mexicano de la Audicion y el Lenguaje, Ave Progreso 141-a, Mexico 18, DF, Mexico.

Project Studies Soviet Languages

King's College Research Centre, with the support of Britain's Social Science Research Council, is conducting a 3-year project on the syntactic typology of non-Slavic languages of the Soviet Union. Principal investigators on the project are Bernard Comrie (U Cambridge), David A. Kilby (U Essex), and John R. Payne (U Birmingham).

Particular syntactic problems of interest are: case-marking and its relation to syntactic relations and locative constructions; causative constructions; relative clauses; coordination; word-order typology. Special emphasis will be placed on languages such as Uralic and Palaeosiberian, Armenian and Caucasian, and Iranian. Data will be collected to test current hypotheses about language universals. To supplement the data in existing publications, the investigators will consult with Soviet linguists and, primarily, interview native speakers of the languages concerned.

Inquiries concerning the project (scheduled for completion in September 1978), and offers of research papers in exchange for materials emanating from the project, should be addressed to: Bernard Comrie, King's Coll Research Cntr, King's Coll, Cambridge CB2 1ST, England.

Chicago Linguistic Society Meets

The 12th Ann Mtg of the Chicago Ling Society was held April 22-25, 1976 at U Chicago. Papers presented at the meeting and at a special Parasession on Diachronic Syntax included: "'Mystery' Particles and Affixes" (Robert E. Longacre, SIL); "Language Reconstruction Systems and Reference" (Thomas T. Ballmer, U Cal-Berkeley); "Relational Grammar and Autonomous Syntax" (Frederick J. Newmeyer, U Washington); "Vietnamese Passives" (Le Duy Tam, Bloom-

ington); "Subject and Word Order in Wappo" (Charles N. Li and Sandra A. Thompson, UCLA); "Half-Rhymes in Rock Music" (Arnold M. Zwicky, Ohio St); "One Hundred Years from Syntax to Phonology" (Ralph Fasold, Georgetown); "Functional Constraints on Syntactic Variation in Code-Switching" (Carol Pfaff, U Texas-Austin); "Why Syntax Needs Phonology" (Eric Hamp, U Chicago); "A Passive Continuum in Austronesian" (Roderick Jacobs, U Hawaii).

Copies of *Papers from the 12th Regional Meeting and Paravolume on Diachronic Syntax* are available for a limited time only at a prepublication price of \$6.00 each from: Chicago Ling Society, Goodspeed 205, 1050 E 59th St, Chicago IL 60637.

DEMMERT—from page 1

ondary levels as well as 3 postsecondary institutions. Additionally, public schools in close proximity to Indian reservations receive \$31 million, and approximately 17,000 Indian college students are supported by BIA grants totalling \$33 million (the latter in addition to other Federal postsecondary education grants). The BIA funds Indian adult education at \$2.7 million, and provides \$20.7 million for adult vocational training programs. This year BIA schools also received \$1.7 million in ESEA Title I funds along with Federal bilingual education aid.

In contrast, USOE's Indian Education Office received a \$57 million appropriation in 1976 and is spending \$31.8 million of this on payments to local education agencies. Non-local agencies, primarily operated by Indians, receive another \$3 million, and \$16 million (on a competitive grants basis) is being made available for special planning, pilot, and demonstration projects; exemplary programs; inservice training; and dissemination. An additional \$4 million goes to adult education programs.

linguists wanted

Note: A fee of \$10.00 is charged for each listing of positions available at institutions. Payment should accompany entry, but 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. Advertisements are not accepted from organizations which do not subscribe to an Affirmative Action/Equal Opportunity policy. The *LR* reserves the right to edit all position descriptions.

The Grad Sch of Ed of U Pennsylvania is seeking an asst prof or beginning assoc prof in the general area of lang and ed. Individuals with an interest in the field of ed, and background in socioling, ethnoling, psycholing, or the psychology of reading are preferred. In addition to pursuing own research in one or more of these areas, candidate will be expected to teach topics related to the foundations of lang in ed and reading/lang arts at the grad level. Qualified candidates should send resumes to: Erling Boe, Grad Sch of Ed, U Pennsylvania, 3700 Walnut St, Philadelphia PA 19174. . . . **U Queensland** needs a lecturer in Eng (Modern Ling). Applicants should have competence in some or all of the following or closely related fields: socioling, applications of ling (including the application of ling techniques to literary texts), and rhetoric. Salary: \$A12,835-\$A17,229 per year, with additional benefits such as superannuation, housing assistance, study leave, travelling and removal expenses. Additional information and application forms are available from: Reg. U Queensland, St Lucia, Brisbane, Queensland 4067, Australia or Sec General, Assoc of Commonwealth U (Appts), 36 Gordon Sq, London WC1H 0PF, UK. Deadline: May 15, 1976; quote Ref No 12916 when applying. . . . **U California-Berkeley** has a temporary vacancy for a lecturer in Indonesian lang and lit. Requirements: PhD or PhD candidacy; evidence and publications showing commitment to classical and/or modern areas of Indonesian lit and civilization. Duties: teach Indonesian lang and ling, lit in translation, classical lit, and Indonesian civilization. Appointment is at junior level for 1976-77 academic yr. Minority and women candidates are urged to apply. Write: B. A. van Nooten, Chmn, Dept of S & SE Asian Studies, 4115 Dwinelle, U California, Berkeley CA 94720. . . . **U Pennsylvania** needs a Director for its Eng Prog for Foreign Students. Duties: administer intensive Eng prog of approx 200 students, including curriculum design, supervision of instruction, budget control, etc.; teach in MA prog in TESL within the Grad Sch of Ed; general responsi-

bility for coordination of the University's basic FL instruction. Training in Ling and TESL required, with minimum 2 yrs TESL experience; research interests in socioling and/or bilingual ed desirable. Previous exp in administration of an intensive Eng prog preferred. Salary competitive. Write: Richard D. Lambert, Coord, Intl Progs Office, 133 Bennett Hall or Dell H. Hymes, Dean, Grad Sch of Ed, U Pennsylvania, Philadelphia PA 19174. . . . **U Dar es Salaam** is inviting applications for a position as lecturer/senior lecturer in foreign langs and ling. Qualifications: native speaker competence in written and spoken Eng; PhD in Eng or Modern Langs or a related discipline such as ling or classical langs; background in general ling; experience in tching Eng, transformational generative grammar, and general ling theory. Knowledge of Swahili a plus. Duties will include tching Eng structure and modern dvlpmts in general ling theory (especially generative semantic theory) as well as supervising MA theses in Eng or ling. Applications in duplicate containing full details as to qualifications and experience and names and addresses of 3 references should be sent to: Chief Academic Officer, U Dar es Salaam, P.O. Box 35091, Dar es Salaam, Tanzania. (Note: applicants from the UK should also send a copy of their application to the Secretary, Inter-U Council for Higher Ed Overseas, 90-91 Tottenham Ct Rd, London W1P 0DT, England.) . . . **The Amer Lang Inst at USC** has 2 positions available in its Eng Lang Prog in Tehran, Iran. (1) Asst prof and Dir of Eng Lang Prog. Available July 1976. PhD in TESL, app ling, or a related field required. Individual should have teaching exp in ESL and administrative exp. Position allows individual to work in the Amer Lang Inst for 3-4 months and then become on-site dir of the prog in Iran for 2-3 yrs. Salary \$25,000 plus housing allowance and travel. (2) Asst Dir of Eng Lang Prog. Available June 1, 1976. PhD in TESL, app ling, or related field required. Individual should have teaching exp, exp in materials dvlpmt, and in teacher training. Salary \$19,000 plus housing allowance and travel. Letters of interest and resumes should be sent to: Charles W. Gay, Amer Lang Inst, Coll of Continuing Ed, USC, Los Angeles CA 90007. . . . **The Dept of Romance Langs at U Oregon** has an opening for a visiting asst prof in Chicano studies. Appointment is for 1 yr at a salary of \$13,500. PhD or near completion required. Preference will be given to candidate with sufficient versatility to teach, when necessary, some of the regular course offerings of the dept, and to individual with knowledge of Chicano lit and some background in Latin American lit and contrastive ling. Duties will include tching

See *Linguists Wanted*—12, Col. 2

conferences, workshops, seminars

A Continuing Ed Sem in Ling for Teachers of German will be held at Friedrich-Alexander U May 26-June 12, 1976. The topic of the seminar will be "Ling Analysis of Situational Structures of Modern Spoken German and Their Integration into Progs for Tching German as a FL." For further information contact: Eric W. Bauer, Dir, Institut für Angewandte Ling, U Erlangen-Nürnberg, D-852 Erlangen, West Germany.

An Intl Coll on Automatic Lexicography, Analysis, and Translation, sponsored by the Dept of Comp Ling at U Saarlandes, will be held Sept 23-25, 1976. Topics to be discussed include technical aspects of the dvlpt of grammars, lexical theories and related grammatical theories, problems of word and sentence semantics, etc. Contact: Hans Eggers, Sonderforschungsbereich 100, U Saarlandes, Bau 37 im Fraunhofer-Institut, 6600 Saarbrücken 11, West Germany.

A Conf on Sign Lang and Neuroling will be held Sept 24-26, 1976 at U Rochester. The conf will deal with current research in the history of ASL, ling analysis of ASL, evoked potential studies of normal and deaf children, acquisition of sign by autistic children, phoneme-grapheme transcoding by the left and right cerebral hemispheres, auditory comprehension in

aphasia, delayed lang acquisition, facial kinesics in ASL, short term memory coding and recall in ASL and Eng, and theoretical studies of the prehistory of lang. Additional information on the conf is available from: Harry Whitaker, Dept of Psych, U Rochester, Rochester NY 14627.

The 1st Ann Boston U Conf on Lang Dvlpt will be held October 1-2, 1976. Papers are now being solicited on topics related to 1st lang acquisition, 2nd lang acquisition and bilingualism, lang dvlpt of deficated children, sign lang, and similar areas. Deadline for submission of abstracts is July 1. For further information write: Boston U Conf Prog Committee, Box F, Boston U, Boston MA 02215.

The Ann Mtg of the African Studies Assn will be held Nov 3-6, 1976 in Boston MA. Organized around the general theme of "Reassessment," the mtg will consist of panels and papers designed to provide an opportunity to re-examine issues and research results with a view toward confirming, or challenging, current evidence in African studies, and examining alternatives to existing methods, policies, and practices. The final program will be available in June from: Marion E. Doro, Prog Dir 1976, Dept of Gvnmt, Connecticut Coll, New London CT 06320.

NEW BRIEFS—*from page 4*

of papers presented at the 3rd Lang Tching Conf held May 3-4, 1974 at the university. Topics covered include implications of bilingualism, ed consequences of ling deprivation, lang contact and lang ecology in Australia, social consequences of bilingualism, and bilingualism and community commitment to schooling. Copies are available for \$3.00 from: Marta Rado, Sch of Ed, La Trobe U, Bundoora, Vic, Australia 3083. . . . *Funding for International Education* is a recent publication of the Ford Foundation which outlines the Foundation's past as well as planned activities in the field of intl studies. The booklet, which is a reprint of remarks made by Francis X. Sutton, deputy vice pres of the Intl Div, at a conf on intl ed at Columbia U Feb 13-14, 1975, is available from: Office of Reports, Ford Foundation, 320 E 43rd St, New York NY 10017. . . . **The Guild of Professional Translators** has gone public with 2 of its publications, *Professional Translator: Bi-monthly Journal of the Guild of Professional Translators* and *Russian-English Translators Exchange* (issued monthly). The journal covers literary, technical, commercial, and machine translation; translator training and employment; translation publishing

and criticism; and bilingual lexicography. The monthly publication includes new or difficult Russian terminology as well as R-E translation publishing and criticism. Subscription rates are \$30.00 for the journal and \$18.00 for the *Translators Exchange*. Write: Guild of Professional Translators, 5914 Pulaski Ave, Philadelphia PA 19144. . . . **A new newsletter** for FL teachers, entitled *The Impulse*, is being published by the Dept of FL at Illinois St U. The purpose of the newsletter is to provide tching hints and suggestions for realistic and effective FL curricula for high schools and 2-year colls. For further information write: Dept of FL, Illinois St U, Normal IL 61761. . . . **Wanted for International and Intercultural Communication Annual:** (1) names and addresses of persons who can provide detailed info about confs/convs/workshops/projs which dealt with intl and/or intercultural communication topics during 1975-76 and (2) work of individual scholars who have written up research/experimentation/philosophical insight in the areas of intl and/or intercultural communication. Please submit to: C. K. Flemings, Cal St Coll, California PA 15419.

CALL FOR PAPERS

Are you a linguist or language teaching specialist? Have you done significant research, developed innovative programs or instructional materials, or compiled substantive information that would be valuable to educators or others in your field? If the answer is yes to both these questions, let ERIC (Educational Resources Information Center) disseminate your work.

The CAL•ERIC Clearinghouse on Languages and Linguistics, a service of the National Institute of Education, U.S. Department of Health, Education, and Welfare, invites you to submit your papers, reports, or monographs for possible inclusion in the ERIC system.

ERIC/CLL is responsible for collecting, analyzing, evaluating, and disseminating educational materials and information related to research, instruction, and personnel preparation in these areas:

- foreign language teaching—including uncommonly taught languages—at the elementary, secondary, college, and university levels
- psycholinguistics and psychology of language learning
- theoretical and applied linguistics (including sociolinguistics)
- bilingual/bicultural education
- English as a second/foreign language

Inclusion of your work in ERIC does not preclude publishing it in similar form at a future date in a book or journal. Materials disseminated through the ERIC system may be copyrighted, but it does not usually acquire materials that

have been published and widely disseminated.

If accepted by ERIC, an abstract of your paper will appear in the monthly journal *Resources in Education (RIE)*. This journal includes abstracts of documents that have been submitted by all of the ERIC clearinghouses and is available to users in libraries or by subscription.

On the average, it takes only three months from the time you submit your work to ERIC until the abstract appears in *RIE*. The individual user of *RIE* may order copies of your complete paper from the ERIC Document Reproduction Service in either microfiche (4" or 6" microfilm cards) or hard copy (a paper bound xerox copy).

Upon acceptance by ERIC, your paper will become part of a permanent collection in microfiche and will be made available for use in about 600 university and professional libraries in this country and abroad. Your paper will not be edited by ERIC but will appear in its entirety. Access to your paper may be obtained via various indexes and a detailed thesaurus. In addition, a number of commercial firms provide computer searches of the ERIC data base.

Send two copies of your work, typed, printed, or xeroxed to:

ERIC Clearinghouse on Languages and Linguistics
Center for Applied Linguistics
1611 North Kent Street
Arlington, Virginia 22209

Please include a 200-word abstract, if available, in order to expedite processing into the system.

publications received

Accentuation in Dutch: An Experimental Linguistic Study, by Albert Van Katwijk. Amsterdam, Van Gorcum, 1974. 180 pp. \$12.25

Acquisition of Modal Auxiliaries in the Language of Children, by Diana Major. (Janua Linguarum Series Minor, 195.) The Hague, Mouton, 1974. 121 pp. Dfl. 14

Actes du Premier Congrès International de Linguistique, Sémantique et Chamito-Sémitique, by Andre Caquot and David Cohen. The Hague, Mouton, 1974. 416 pp. Dfl. 120

Africanisms in the Gullah Dialect, by Lorenzo D. Turner. (Reprint.) Ann Arbor, U Michigan Press, 1973. x, 317 pp. \$4.95 (paper).

After Babel: Aspects of Language and Translation, by George Steiner. New York, Oxford U Press, 1975. 507 pp. \$17.50

American Contributions to the 7th International Congress of

Slavists, edited by Ladislav Matejka. The Hague, Mouton, 1973. Dfl. 145.

L'Analyse Phrasique. Introduction à la Grammatique, by Per Aage Brandt. Brussels, A1MAV, 1973. 202 pp

Badges and Indicia of Slavery, by Antonio Pantoja et al. Lincoln NB, U Nebraska Press, 1975. 199 pp

Beginning Indonesian, by John U. Wolff. (2 vols.) Ithaca NY, Cornell U, 1975.

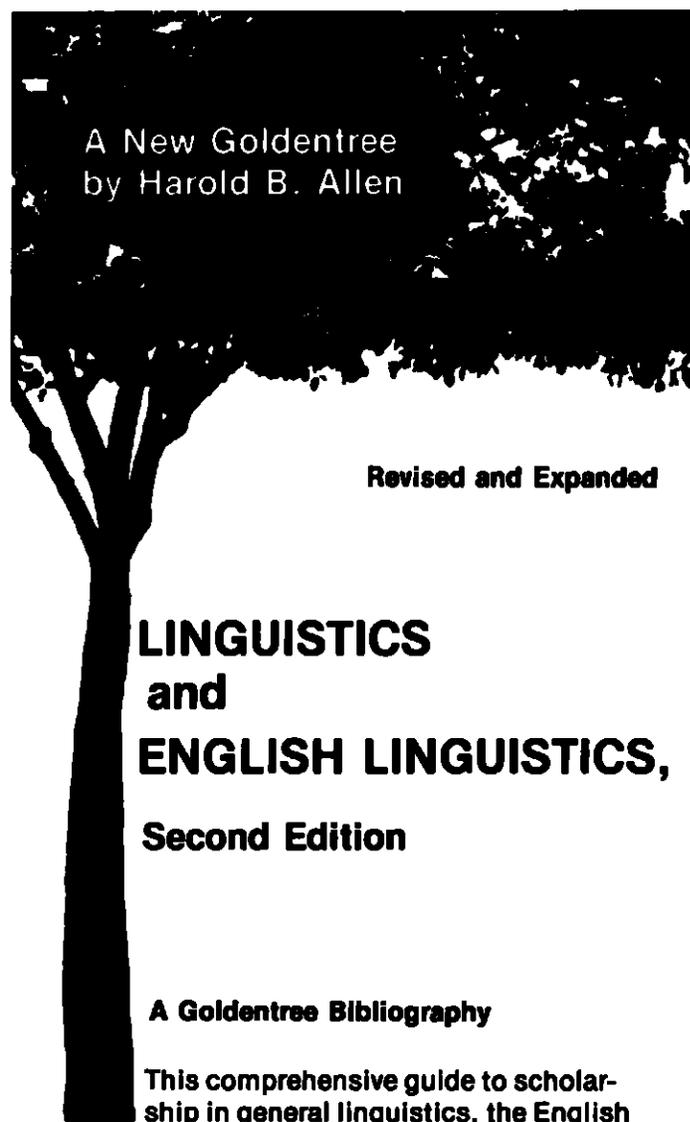
Case Grammar and Diachronic English Syntax, by Dennis E. Baron. The Hague, Mouton, 1974. 131 pp. Dfl. 30.

The Child's Communicative Competence, by Ton Van Der Geest et al. The Hague, Mouton, 1973. 130 pp. Dfl. 24.

Cognition and Symbolic Processes, edited by Walter B. Weimer and David S. Palermo. Hillsdale NJ, Lawrence Erlbaum Associates, 1974. 450 pp. \$19.50.

- Communication Vibrations*, compiled by Larry L. Barker. Englewood Cliffs NJ, Prentice-Hall, 1974. \$5.95
- Comparative Studies in American Languages*, by Esther Matteson et al. (Janua Linguarum Series Practica, 127.) The Hague, Mouton, 1972. 251 pp. Dfl. 75
- A Conceptual Theory of Rhetoric*, by Frank J. D'Angelo. Cambridge MA, Winthrop Publishers, 1975. \$8.95.
- Conflit entre les Neo-Canadiens et les Francophones de Montreal*, by Paul Cappon. Quebec, Les Presses de l'U Laval, 1974. 288 pp. \$11.95.
- Contemporary Approaches to Conditioning and Learning*, edited by F. J. McGuigan and D. Barry Lumsden. New York, Halsted Press, 1973. 321 pp. \$12.95.
- Contribution à l'Étude des Statut des Langues en Europe*, by Jean Falch. Quebec, Les Presses de l'U Laval, 1973. 280 pp. \$8.50.
- A Dictionary of Cebuano Visayan*, compiled by John U. Wolff. Ithaca NY, Cornell U, 1972. 1164 pp. (2 vols.)
- Dictionnaire Canadien-Français*, by Sylva Clapin. Quebec, Les Presses de l'U Laval, 1974. \$12.00.
- Dictionnaire de l'Arabe Parle Palestinien*, by Yohanan Elihai. Paris, Librairie C. Klincksieck, 1973. 418 pp. 48f.
- Dictionnaire Étymologique de l'Ancien Français*, compiled by Kurt Baldinger et al. Quebec, Les Presses de l'U Laval, 1974. \$14.00.
- Dictionnaire Montagnais-Français*, by Antoine Silvy. Montreal, Les Presses de l'U Quebec, 1974. 161 pp. \$5.00.
- E. E. Cummings and Ungrammar: A Study of Syntactic Deviance in His Poems*, by Irene F. Fairley. Watermill Publishers, 1975.
- Evaluation of Theories on Child Grammars*, by Ton Van der Geest (Janua Linguarum Series Minor, 193) The Hague, Mouton, 1974. 98 pp. Dfl. 17.
- Evoked Response Audiometry*, by John P. Reneau and Gail Z. Hnatlow. Baltimore, Univ Park Press, 1975. 174 pp. \$12.50.
- Explaining Linguistic Phenomena*, by David Cohen. Washington DC, Hemisphere Publishing Corp. 1974. 207 pp. \$12.95.
- First Annual International Multilingual/Multicultural Conference: Proceedings*. Austin TX, Dissemination Cntr for Bilingual/Bicultural Ed, n.d.
- Fréquence d'Usage des Mots au Québec*, by Vaira Vikis-Freibergs. Montreal, Les Presses de l'U Montreal, 1974. 155 pp. \$10.80.
- Functional Generative Grammar in Prague*, edited by Wolfgang Kelin and Arnim V. Stechow. Kronberg/Tanauus, Skriptor-Verlag, 1973. 432 pp. Dm. 54.
- Generative Phonology: Evidence from Aphasia*, by Marc L. Schnitzer. University Park PA, Penn St. 1972. 116 pp.
- Une Grammaire en Chaîne du Français*, by Morris Salkoff. Paris, Dunod, 1973. 199 pp.
- Les Groupes de Consonnes en Français*, by Claude E. Rochette. Quebec, Les Presses de l'U Laval, 1973. 560 pp.
- The Hakka Dialect*, by Mantaro J. Hashimoto. Cambridge, Cambridge U Press, 1973. 580 pp. \$29.50
- Human Communication*, edited by Albert Silverstein. Hillsdale

See Publications Received—12, Col. 1



A New Goldentree
by Harold B. Allen

Revised and Expanded

LINGUISTICS and ENGLISH LINGUISTICS, Second Edition

A Goldentree Bibliography

This comprehensive guide to scholarship in general linguistics, the English language, and applied linguistics and language study has been expanded by more than 1200 new items reflecting the extraordinary development of the field of linguistics during the last decade. It is intended for students in linguistics, English, education, psychology, sociology, speech, and anthropology as well as for scholars in other fields seeking pertinent references in linguistics.

Available June 1976

\$4.95

10% professional discount on personal copies
Available on 30-day examination basis
for adoption consideration

AHM AHM Publishing Corporation
3110 North Arlington Heights Road
Arlington Heights, Illinois 60004

PUBLICATIONS RECEIVED—from page 11

- NJ, Lawrence Erlbaum Associates, 1974. 264 pp. \$12.95.
- Igbo-English Dictionary*, edited by Kay Williamson Benin City, Nigeria, Ethiopie Publishing Corp, 1972. 568 pp. \$N3.00.
- Injustice to You O*, by Chung-Wen Shih. Cambridge, Cambridge U Press, 1972. 390 pp. \$28.50.
- The Instrumental Case in English*, by Don L. F. Nilsen. The Hague, Mouton, 1973 187 pp Dfl. 28.
- The Interpretation of Language*, by Theodore Thass-Thienemann. (Reprint) (2 vols) New York, Jason Aronson, Inc, 1973 \$25.00.
- Issues in Linguistics*, by Braj B. Kachru et al. U Illinois, 1973 \$20.00.
- Kapingamarangi Lexicon*, by Michael D. Lieber and Kailo H. Dikepa. Honolulu, U Press of Hawaii, 1974. 382 pp
- Kreol: A Description of Mauritian Creole*, by Philip Baker. The Hague, Mouton, 1972 221 pp. \$12 00.
- Language and History in Africa*, edited by David Dalby. New York, Africana Publishing Corp, 1970. 159 pp. \$25.00
- Language Origins*, edited by Roger W. Westcott. Silver Spring MD, Linstok Press, 1974. 297 pp. \$6 50
- Languages of the World*, by Kenneth Katzner. New York, Funk and Wagnalls, 1975 \$11.95
- Linguistic Composition of the Nations of the World*, edited by Heinz Kloss and Grant D. McConnell. Quebec, Les Presses de l'U Laval, 1974. \$20.00 (vol. 1).
- The Linguistic Theory of Numerals*, by James R. Hurford (Cambridge Studies in Linguistics, 16) Cambridge, Cambridge U Press, 1975. \$25 00.
- Linguistics and Information Science*, by Karen Sparck Jones and Martin Kay. New York, Academic Press, 1975. \$14 50.
- Linguistics in the Netherlands 1972-1973*, edited by A. Kraak Amsterdam, Van Gorcum, 1975. \$13.00.
- Du Linguistique au Textuel*, by Charles Grivel. Amsterdam, Van Gorcum, 1974 \$12 50.
- Linguistique et Colonialisme*, by Louis-Jean Calvet. Paris, Payot, 1974.
- Linguistique General et Romane*, by Bertil Malmberg. The Hague, Mouton, 1973. Dfl 110.
- Luganda-English Dictionary*, by John D. Murphy et al. Washington DC, Catholic U Press, 1972. 651 pp. \$35.00.
- Makabagong Balarila Ng Wikang Tagalog*, by Theodoro A.

- Llamzon et al. (Reprint.) Quezon City, Philippines, Manila University Press, 1974. \$3.75 133 pp. [Distributed by Cellar Book Shop, 18090 Wyoming, Detroit MI 48221.]
- Meaning and the Structure of Language*, by Wallace L. Chafe. Chicago, U Chicago Press, 1970 360 pp. \$5 45 (paper).
- Morphology*, by P. H. Matthews. Cambridge, Cambridge U Press, 1974. x, 242 pp. \$14.95.

LINGUISTS WANTED—from page 8

Spanish lang courses at all levels, including special courses for Chicano students; tching (in Spanish) courses in Chicano lit and culture; assting in the establishment of a proposed program in bilingual and bi-cultural studies, including bilingual ed. Also available, if desired, is a tching assignment during the 1978 summer session in connection with a workshop on bilingualism and bilingual ed. Position is for 4 weeks of instruction, beginning July 19, 1978 at a salary of \$1,500. Write: Perry Powers, Chmn, Dept of Romance Langs, U Oregon, Eugene OR 97403. . . . **The American Lang Prog of Columbia U**, New York announces openings for full-time and part-time positions in teaching Eng as a foreign lang. Applicants should have a graduate degree in a related field and two years teaching experience. For the part-time positions either or both of these prerequisites may be modified. All applicants will have to be interviewed in New York, and for the full-time positions arrangements will have to be made for observing the applicant as a teacher in a classroom. Inquiries should be sent to the American Lang Prog, 505 Lewisohn Hall, Columbia U, New York NY 10027. . . . **MIT** expects to make an appointment in ling at a senior level beginning with the 1977-78 academic yr. The successful candidate will be a specialist in phonology with non-negligible strength both in syntax (pref historical syntax) and in some other area of ling. The candidate must be a good teacher and lecturer and must also have had administrative exp that assures that she/he could assume responsibility for management of an academic and research group involving some 50 workers. Send resumes by June 15, 1978 to: R. Cartwright, Rm 14N-434, MIT, Cambridge MA 02139. No phone inquiries please.

The Linguistic Reporter

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