

1959–1982

The *Linguistic*  
Reporter

**Volume 19**

(1976-1977)

**CAL** CENTER  
FOR APPLIED  
LINGUISTICS

# The *Linguistic* REPORTER

a newsletter in applied linguistics

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

## Court Decision Affects Minority Employment

The Supreme Court recently rejected complaints of racial bias in the entrance test for DC policemen, holding that such job testing is not unconstitutional simply because blacks have a disproportionately higher failure rate than whites. The case, begun in 1970 as a lawsuit sponsored by the Amer Civil Liberties Union, attacked the Civil Service Commission developed test on the basis that it concentrated primarily on verbal ability, reading, vocabulary, and comprehension, and that its value in testing actual job skills was not established. In his rejection of the suit, U S. District Judge Gerhard A. Gesell stated that the city should reasonably consider verbal skills as a necessary quality for policemen to have and that the test was a valid measure of the applicant's ability to successfully profit from the department's 17-week training course. In its decision, the Supreme Court agreed with Judge Gesell on both these counts.

In delivering its opinion, the Court went far beyond the considerations of the DC case alone, criticizing (although not overturning) 16 recent lower court decisions won by blacks and other minorities because it felt the cases were based on "disproportionate racial impact alone," rather than providing substantive evidence of discriminatory procedures. In a minority opinion, Justices Brennan and Marshall protested the majority's decision, stating that although not based specifically on the federal law against employment bias, it "has the potential of significantly weakening" the safeguards the law sets up for minorities and women. They also argued that the decision substantially departs from a 1971 Supreme Court decision requiring employers to prove that a test is actually job-related when it "operates to exclude Negroes."

## OCR CONFIRMS LAU POLICY

In a memorandum of August 4, 1976, Martin Gerry, Dir, Office of Civil Rights (DHEW), stated that an earlier OCR memo of April 8 represented *no change in policy* by OCR concerning the implementation of the Supreme Court *Lau* decision. Several press accounts had incorrectly interpreted the April 8 memo as meaning that OCR was no longer requiring bilingual education for compliance under *Lau*. Gerry reaffirmed that the *Lau* remedies, developed by an OCR task force and issued on August 11, 1975 (See LR 18:2, p1) are guidelines for OCR staff to use in negotiating with school districts found to be out of compliance. He stated that they are not intended to be an "exhaustive description" of possible solutions, but represent "approaches the Department [DHEW] has accepted and will accept in the future." The remedies specify that programs at the elementary level should be bilingual.

Gerry further noted that the remedies will be published in a future issue of the *Federal Register (FR)* to invite comment. Once they have been commented upon and revised, they may be published in final form in the *FR*, which will then give them legal status as official federal regulations having the force of law.

## CAL LOGO CONTEST

In modern times, institutions and organizations often use a symbolic means—the logo—of expressing their identity. A logo is the trademark of an organization, and may consist of a type design incorporating only the company's name or initials, a type design accompanied by a pictorial symbol, or a pictorial symbol alone. The Center for Applied Linguistics is in search of a logo to express its aim of applying the findings of linguistic science to the solution of education and social problems, and its national as well as international concerns. A prize of \$200.00 will be awarded for the best design. Entries should be submitted by Jan 15, 1977 to Rudolph C Troike, Dir, CAL, 1611 N Kent St, Arlington VA 22209. Designs will be judged by the Center's Board of Trustees, which reserves the right to reject any and/or all entries. CAL employees and their families are ineligible. The winning design will appear in a future issue of the *LR*.

### Featured Inside . . .

Book Notices . . . . .	7
Conferences . . . . .	5, 12
Grants and fellowships . . . . .	8-9
Index to Vols 17 & 18 . . . . .	6-7
New Journals . . . . .	9
View from the Center . . . . .	2

Dir: Rudolph C. Troike

Assoc Dir for Planning & Dvlp: John H Hammer

Assoc Dir for Progs: Roger W. Shuy  
Comptroller: Walter P McIntosh

Prog Dir, Research: Margaret Griffin

Prog Dir, Bill Ed: Rosano Gringras

Prog Dir, Ind Ed: William Leap

Prog Dir, Intl Activities: Anthony Robson

Prog Dir, Info Services/ERIC: Peter Eddy

Prog Dir, Lang & Ed Resource & Service  
Cntr: Allene Grognet

Senior Advisors: A. Hood Roberts, David  
DeCamp, Orlando Taylor, and Roger  
W Shuy

Ed: Begay B. Atkinson

Managing Ed: Marcia E Taylor

Assoc Managing Ed: 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 Managing Ed, *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.

**Board of Trustees**

John Elmendorf, Academy for Ed Dvlp  
Charles A. Ferguson, Prof of Ling, Stanford  
Ass Hilliard, Dean, Sch of Ed, San Francisco St U  
Dell H. Hymes, Dean Grad Sch of Ed, U Pennsylvania  
Irene LeRiste, Prof of Ling, Ohio St U  
Winifred P. Lehmann, Prof of Ling, U Texas-Austin  
George A. Miller, Prof, Rockefeller U  
Arnulfo Oliveira, Pres, Texas Southmost Coll  
Herbert H. Paper, Prof of Ling, U Michigan  
Dillon Platero, Dir, Navajo Div of Ed, Navajo Nation  
Billy R. Reagan, General Supt, Houston Ind Sch Dist  
Frank Robbins, Summer Inst of Ling  
Datus C. Smith, Consultant, Asia Society  
Malcolm D. Talbot, Pres, Rutgers U Foundation  
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: Warning— ESL (Traditional) May Be Hazardous to Children

English as a second language (ESL) instruction as we know it today was to a large extent a product of the effort to provide second language training to adults during World War II and the period following the war. It began to be applied widely to elementary school children in the U.S. only in the early 1960's, when leaders in the field realized that thousands of students in the schools were being hindered in their academic achievement by their lack of knowledge of English.

Most of those originally involved in the effort to meet this need had no background in elementary education or classroom teaching. Not surprisingly, therefore, when training programs for teachers in ESL methods began to be established, they followed the approaches which had been used with adult learners, with little consideration for the appropriateness of these methods for young children. Additionally, the programs tended to be set up outside regular educational credentialing programs, and their content was not articulated with the curriculum and methods used in the schools.

The graduates of these programs often knew little about children or the schools, but were imbued with a strong belief in the special efficacy of their skills, and the assurance that they did not need to know (and should not even use—an unfortunate anachronism borrowed from the British direct method) the native language of their students. The result in the schools was segregated pull-out classes, empty pattern practice drills unrelated to the remainder of the curriculum, and ethnocentric pronunciation drills intended to eliminate non-English accents (teachers with such accents were rejected as inappropriate classroom models).

Although the evidence is scattered, there are strong indications both here and abroad that such ESL instruction has done little, if any, good for students, and on balance may have been more harmful than beneficial. While controlled experiments are few, figures from one major urban school district show that students in ESL classes did no better than students with no special treatment at all (while those in bilingual classes scored higher than the district norms). Elsewhere, considerable evidence is accumulating that a language is learned best when it is taught as a medium for communication of content, rather than as an object in itself.

On the negative side, pull-out ESL classes stigmatize students in their own eyes and in the eyes of their peers, and deprive them of participation in regular curriculum activities, thus reducing their opportunities for cognitive development. In addition, the message is clearly communicated even by culturally sensitive (but usually monolingual English-speaking) teachers, that the students' own language matters little, and that only English—and often only a particular kind of English—is of value. This was poignantly expressed by a Chicano now on the faculty of a major southwestern university who recalls the embarrassment and resentment he felt at being put through hours of pronunciation practice though he already spoke English quite fluently.

All of this is not to say that special English instruction should not be provided to limited English-speaking ability (LESA) students. In fact, it must be done if a school is not to be in violation of the Supreme Court *Lau* decision, but it must also be as part of a bilingual program, at least at the elementary level. However, the instruction provided should not be of the kind traditionally identified as ESL, and should not be taught by a teacher trained only in ESL methodology. Unfortunately, many, if not most, of the training programs now in existence still follow traditional ESL approaches. One major consequence of the *Lau* decision is that certification of elementary teachers in ESL (or attempts to establish such certification) should be halted immediately, as there will be little role for such teachers in the schools.

See *The View from the Center*—7, Col. 2

## **NRC Studies Research Relevant to Education**

A major review of the contributions of fundamental research to education and the role federal funding plays in that research is being undertaken jointly by the Natl Research Council and the Natl Academy of Ed. The \$170,000 study, to be completed in February 1977, is being made in response to a request from NIE "for a broad look over the whole domain of research relevant to education that can form the basis for a more coherent approach to strengthening the scientific foundations of education."

A 15-member committee, headed by Sheldon H. White (Harvard U), will examine a variety of fundamental research projects in the natural, behavioral, and social sciences, and will assess the contributions they have or might make to educational policy and practice. Additionally, the committee has been asked to examine the role of NIE and other federal agencies in supporting such projects and to make any policy recommendations it deems appropriate.

The committee, which met for the first time in June, is inviting public comments and suggestions for promising areas of research and for forms of support that NIE and other agencies should consider strengthening or initiating. Written comments should be submitted as soon as possible to: Sheldon H. White, Chmn, Cte on Fundamental Research Relevant to Ed, Natl Research Council, 2101 Constitution Ave, NW, Room JH-819, Washington DC 20418.

## **Yugoslavian Institute Celebrates Anniversary**

On March 26, 1976, the Inst of Ling at Zagreb U commemorated the 15th anniversary of its founding with a celebration attended by linguists from the university and from philological institutes throughout Yugoslavia. Rudolf Filipović, Dir of the Inst, made a special presentation of copies of the first issue of the Institute's new *Bulletin* series, and surveyed the Institute's past and present achievements.

Particularly significant in the Institute's history is the Serbo-Croatian-English Contrastive Project, begun in 1968 in joint collaboration with CAL. The project has received support in Yugoslavia from the Federal Council for Scientific Research, the Commission for Cultural Relations, and the Croatian Council for Scientific Research, and in the U.S. from the Ford Foundation, the Dept of State, USOE, IREX, and the Inst of Intl Ed. A main focus of the project has been the application of research results to practical pedagogical situations, especially language course development. Twenty project volumes have been published to date, and more are forthcoming.

The project has also served as a model for three additional CAL-administered East European projects (in Romania, Hungary, and Poland) and for five other projects underway at the Institute contrasting Serbo-Croatian with French, German, Russian, Italian, and Spanish.

Other projects currently in progress include: a history of 19th century Croatian literary language; an investigation of Romance languages and their elements in Croatia and Yugoslavia; the establishment and adaptation of Italian terminology found in Yugoslav public life; an investigation of phraseology in Russian and Croatian literary languages; a computer analysis of old Croatian literary texts; and an etymological dictionary of English borrowings in European languages.

## **PRC CONVERTS TO ROMANIZED ALPHABET**

The romanization of the Chinese written language, postponed for nearly a year (see LR 18:2, p8), was begun August 1, 1976 with the first formal use of Romanized script in the PRC's northwest Sinkiang Uighur region. The Romanized Chinese script will initially replace the Uighur and Kazakh scripts used by the 7.5 million people who comprise the region's largest nationalities, and will eventually be extended from there to language varieties throughout the region and ultimately throughout the entire country. This language plan calls for the use of the Romanized version along with the regular Chinese characters, with the final goal of eliminating the characters altogether. The project is expected to take generations, which is not surprising in view of the fact that there are over 50,000 different Chinese ideographs or characters.

If the PRC consistently promotes the plan, said Kuo Mo-jo, Pres of the Chinese Academy of Sciences, "the use of the Chinese characters will, like the ancient Greek, Latin, and Sanskrit languages, be limited to a small number of specialists."

DHEW has published a booklet identifying programs of its agencies that support research, training, and clinical service projects in hearing, speech, and language. The purpose of the booklet is to guide prospective applicants to the appropriate agency within DHEW, providing information as to the areas specific to each agency, the funding mechanisms used, application review procedures, and appropriate contact persons. Single copies are available free of charge from: NICHD Office of Research Reporting, Landow Bldg, Rm B-806, Bethesda MD 20014.

## linguists wanted

Note: A fee of \$20 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. [Please note new rate ]

The Amer Lang Prog at Columbia U has openings for part-time positions in TEFL. Applicants should have a grad degree in a related field and 2 yrs tching exp. Write: Amer Lang Prog, 505 Lewisohn Hall, Columbia U, New York NY 10027.

U Minnesota may have an opening for an instr in Bengali lang and lit, beginning Sept 1977. Competence in other Indian langs, religion, comparative lit, or other aspects of Indian society desirable. MA required; PhD preferred. Salary: \$11,000 approx. Send CV to: M.A.R. Barker, Chmn, Dept of South Asian Studies, U Minnesota, 192 Klaeber Ct, Minneapolis MN 55455

U Washington is looking for a Chpsn for its Dept of Ling, beginning Summer 1977. Appt is at full or assoc prof level. Deadline for application: Jan 1, 1977. Vita, including names of 4 references, should be sent to: Simon Ottenberg, Ling Chpsn Search Cte, Dept of Anthro, U Washington, Seattle WA 98195.

U Cal-Berkeley anticipates an opening in its Dept of Ling for a spec in native langs of North and/or Central America. Position will be at the asst prof level, and is expected to be available in Fall 1977. Preference will be given to candidates who have had field experience with a native lang or langs. Send CV and other supporting materials (papers, recommendations, etc.) to: Wallace Chafe, Dept of Ling, U Cal-Berkeley, Berkeley CA 94720.

The Foreign Service Inst (Dept of State) expects to make one or more 2-yr appts of supervising linguists during the coming year. Salary: \$12,000 to \$15,000. Qualifications: U.S. citizenship; knowledge in depth of ling; good command of at least one FL; native or near-native command of spoken and written Eng; lang tching or other cross-cultural

training exp; supervisory exp; extended residence in a FL area with direct contacts among host-country nationals. Duties will be partly managerial, partly app ling, app 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.

Pontificia U Católica de Campinas may have an opening in its Postgrad Ling Prog for someone with a background in generative-transformational syntax and phonology. Appt is for a 2-yr period; PhD required. Must have speaking knowledge of Portuguese or Spanish. Additional training in socioling desirable. Position requires teaching 2-3 courses per semester plus dissertation advising in Masters prog. Salary: approx \$15,000. Write: Marianne Esztergar, Coord, Pós-Graduação em Ling, Pontificia U Católica de Campinas, Caixa Postal, 317, 13100 Campinas, SP, Brazil.

U Pennsylvania's Eng Prog for For Students occasionally has openings for ESL tchers to teach from 5-15 hrs per week in its Regular Intensive ESL Prog. Grad students enrolled in the University's MA Progs in TESL or Bilingual/Bicultural Ed, the doctoral progs in Lang in Ed or Ling, or who have had classroom exp in ESL, will be considered for tching fellowships which include a stipend plus tuition remission. Some part-time lectureships for exp tchers with an MA in TESL are also offered. For info on tching positions contact: Barry P. Taylor, Dir, Eng Prog for For Students, U Pennsylvania, 3808 Walnut St, Philadelphia PA 19174. For info on grad progs contact: Nessa Wolfson, Grad Sch of Ed, U Pennsylvania, 3700 Walnut St, Philadelphia PA 19174.

The Div of ESL, U Illinois at Urbana-Champaign, is accepting applications for tching/research appts at the Tehran U Lang Cntr. The internships are primarily part of a UIUC Grad Prog, open to students with BA/BS degrees, leading to a MATESL degree, but they are also open to post-MA students working on doctorates in related fields. Overseas tching exp preferred, but not required. Transportation (appointees only), stipends, and benefits included. Personal interviews will be conducted at UIUC in March. Accepted applicants will take part in a summer orientation prog at Illinois before

See *Linguists Wanted*—7, Col. 1

## news briefs

The Dept of Ling at UCLA has issued a unanimous statement calling for the adoption of the term *language consultant* to replace *informant* as a descriptive term for someone providing linguists with lang data. The main reasons cited in the statement for making such a change were: (1) "The connotative difference between the two words (*informer* and *informant*) appears to have been lost in popular usage—*Newsweek* ('What Price Informants', March 8, 1976) reports, for instance, that the FBI, CIA, and IRS, presumably in need of a euphemism, have taken to calling their informers 'informants.'" (2) "Speakers of a number of languages are beginning to voice their dissatisfaction with the label *informant*—they understandably have no wish to accept a designation which makes them sound like betrayers of the other people who speak their language." . . . **Swedish Prime Minister Olof Palme** has assigned a ling prof to his personal office to propose simpler and more understandable govt communications. The move is part of the govt's efforts to humanize what has been termed "soulless govt." . . . **The Society of Federal Linguists** has initiated a series of 50 lecture/panel progs dealing with various aspects of FL activity in the Federal Govt. Topics for discussion include existing FL printing progs; Govt needs for FL skills; Govt personnel policies relating to linguists; the impact of FL needs on library, motion picture, recording, bibliographic, and cultural exhibit progs; and communication-related areas such as censorship, freedom of info, patents, and copyrights. At the end of the series, the Society will compile the data presented into a survey on ling in the Federal Govt. . . . The Dept of Anthro at UCLA is accepting contributions for its recently established **Harry Hoijer Memorial Fund**. The fund will provide research grants for students interested in ling research. Contributions should be made payable to UCLA Foundation/Harry Hoijer Memorial Fund, and should be sent to: UCLA Foundation, 405 Hilgard Ave, Los Angeles CA 90024. . . . A seminar on machine aids in lang translation, sponsored by the Foreign Broadcast Info Service, was held March 8-9, 1976 in Washington DC. The purpose of the seminar was to provide U.S. Govt users with up-to-date info on the capabilities of the various possible configurations of computers aids to translation and the strengths of each approach for review of recent dvlpmt and for use in budget planning. Speakers represented work covering a wide spectrum, including current applications in on-line retrieval, automatic (sometimes post- or pre-edited) systems, computer based editing systems, and research in artificial intelligence aimed at solving ling probs relevant to machine trans-

See News Briefs—12, Col. 2

## meetings and conferences

- Oct 15-16. Western Conf on Ling, 6th. Vancouver, BC, Canada. (Write: Richard C. DeArmond, Dept of Mod Langs, Simon Fraser U, Burnaby 2, BC, Canada.)
- Oct 28-30. Ling Assn of the S & SW, Dallas TX. (Write: Bates Hoffer, Ling Dept, Box 306, Trinity U, San Antonio TX 78284.)
- Oct 28-30. Coll on New Ways of Analyzing Variation, 5th. Washington DC. (Write: Ralph Fasold, Dept of Ling, Georgetown U, Washington DC 20057)
- Oct 29-30. Mid-America Ling Conf. Minneapolis MN. (Write: Dept of Ling, U Minnesota, Minneapolis MN 55455.)
- Nov 2-6. Intl Sym on Dyslexia. New York NY. (Write: Natl Orton Society, Conf Coord, 80 Fifth Ave, Rm 903, New York NY 10011.)
- Nov 3-6 African Studies Assn, 19th. Boston MA. (Write: Marion E Doro, Prog Dir 1976, Dept of Govt, Connecticut Coll, New London CT 06320.)
- Nov 4-5. SE Conf on Ling, 15th. Atlanta GA. (Write: Reza Ordoubadian, SECOL, PO Box 275, Middle Tennessee St U, Murfreesboro TN 37132.)
- Nov 5-7 NE Ling Society, 7th. Cambridge MA. (Write: NELS VII, c/o Judy Kegl, Ling Dept, 20C-128, MIT, Cambridge MA 02139.)
- Nov 10. Ann Conf on Bilingualism & 2nd Lang Learning, 2nd. New York NY [See LR 19:1, p 12]
- Nov 12-14. Natl Assn for the Ed of Young Children. Anaheim CA.
- Nov 12-16 Intl Sym on Child Lang Acquisition. Acapulco, Mexico [See LR 19:1, p 12]
- Nov 15. Amer Assn of Phoenetic Sci. San Diego CA. (Write: R. E. McGlone, Dept of Speech Path, Barkley Memorial Cntr, U Nebraska, Lincoln NB 67583)
- Nov 16-19. Acoustical Society of America San Diego CA.
- Nov. 17-18. Sym on Mayan Langs. Washington DC [See LR 19:1, p 12]
- Nov 17-21. Conf on Amer Ind Langs, 15th. Washington DC. [See LR 19:1, p 12]
- Nov 17-21. Amer Anthropological Assn, 75th. Washington DC. [See LR 19.1, p 12]
- Nov 20-23. Amer Speech & Hearing Assn. Houston TX.
- Nov 25-27. Natl Council of Tchrs of Eng, 66th. Chicago IL. [See LR 19:1, p 12]
- Nov 25-28. Amer Council on the Tchng of FLs, 10th. New Orleans LA
- Nov 26-27. Philological Assn of the Pacific Coast, 74th. Eugene OR.
- Dec 17. Assn for Lit & Ling Computing, 4th. London, England (Write: R Wisbey, King's Coll, U London, London WC2R 2LS, England)
- Dec 26-29. Amer Dialect Society. New York NY.
- Dec 26-29. Amer Assn of Tchrs of Italian. New York NY.

See Meetings and Conferences—10, Col. 1

# index to volumes 17 and 18

Key to abbreviations S=September, O=October, N=November, J=January, F=February, M=March, A=April, M-Je=May-June. Since this is a combined index, each letter abbreviation will be preceded by the appropriate volume number.

## Authors & articles

Allan, Harold B. In Memoriam Albert H. Marckwardt/18N 4, Chaplin, Paul. Ling at NSF/18M-Je 1, Deucher, Margaret, CAL © ERIC/CLL Bib Sign Lang Studies/18A 6, Dikwhath, Donald W and Louise R. Stark, Ed. In the Highlands of Ecuador/17F 3, Franklin, Victoria A, Lang Training of the Deaf in the PRC/18S 3, Ferguson, Charles A, App Ling in China/17A 3, Lee, William R, CAL Reports on Lang Organizations IATEFL/17J 8, Lehmann, W.P., Amer Linguists Visit China/17M 5, Ney, James W. and Donella K. Sberle, CAL © ERIC/CLL Bib BBE/17J 7, Pike, Kenneth L. In Memoriam Sarah Caroline Gudschinsky/18D 6, Richardson, Earl, The U.S. Govt Interagency Lang Roundtable/18N 3, Shopen, Tina, CAL © ERIC/CLL Bib Working Papers in Ling/17A 7, Spolsky, Bernard, S Pacific Conf on Bil Ed/17A 5, Taylor, Orlando and Diana Ferguson, CAL Research Report A Study of Cross-Cultural Communication between Blacks & Whites in the U.S. Army/17M 8, Topping, Donald M, A Bil Ed Prog for Micronesia/17M-Je 4, Tucker, G. Richard, French Becomes Official Lang of Quebec/18D 3

## Grants available

ACLS/17M-Je 6, 18S 5, 18O 11, AAUW/18N 8, Amer Inst of Ind Studies/17M-Je 5, 18O 10, Amer Phil Society/18S 5, Amer-Scandinavian Foundation/18N 8, Belgian Amer Foundation/18S 5, ERIC Clearinghouse on Urban Ed/17F 4, Ford Foundation/17M 4, 18O 10, Fulbright-Hays/17F 1, 18F 4, Guggenheim Foundation/18S 5, Inst of Ind Ed/17M-Je 2, IREX/18S 4, Koehnle Foundation/18N 8, Mellon Fellowships/18N 8, Natl Academy of Sci/18O 10, NEH/17M 10, 18N 6, 18M 3, NIE/17F 4, NIMH/17J 5, NSF/17F 4, 17M 4, 18N 6, Phillips Fund/17J 5, 18F 8, Russell Sage Foundation/17J 5, SRR/18O 10, Smithsonian Inst/18S 4, USOE/17M 4, 17M 12, 18S 4, 18J 5, Woodrow Wilson Intl Cntr/18N 8

## Grants awarded

ACLS/17M-Je 9, 18O 18, 18M-Je 3, Ford Foundation/17M-Je 12, Guggenheim Foundation/18J 8, NDEA Title VI/18N 12, NIMH/17M 4, 18D 3, NSF/17M-Je 6, 18M-Je 3, SRR/17J 12, 18O 9

## Applied linguistics—general

AILA Mtg/18O 1, Bourgeois Inst/17M-Je 5, Brothers Grimm Prize/17M 1, Chapin Appointment/18S 1, Chicago Ling Society Mtg/18M-Je 7, Fox Appointment/17M-Je 1, Gudschinsky Obit/18D 5, Hewell Inst Goals/17J 2, La Monda Lingro-Problems/17A 12, Machine for Blind/18M 2, Marckwardt Obit/18N 4, PILEI Sym/17A 14

## Bilingual/bicultural education

BBE Bb/17J 7, Bb Cncl/17M-Je 2, Bb Ed in Ecuador/17F 3, Bb Ed Prog for Micronesia/17M-Je 4, CAL Grant/18N 1, Chicano Socioling Conf/17M 2, Chinese-Japanese Bb Insts/17J 4, EPDA/17A 2, Inter-Amer Bb Conf/17F 1, Intl BBE Conf/18A 1, NABE Section/17M 3, NCEB Survey/18J 7, New Fed Agency/17M 1, NIE Sym/18F 1, OCR Guidelines/18O 1, OCR Probs/17M 1, Private Grants/17J 4, S Pacific Cncl/17A 5, Title II/18O 1, USOE Bb Ed O-Bce/18M-Je 1

## Child language

CAL Proj/18M 2, Child Lang Newsletter/17M-Je 13, 18N 7, 18M-Je 8

## Contrastive analysis

Conl Analysis Conl/18N 1, 2nd Intl Conl/18J 1

## Desegregation

CAL Assets Louisville/18M 1

## Editorials

Applying Ling/18D 2, BBE/18A 2, Langs of the SW/17J 3, Ling & Basic Ed/18F 2, Machine Translation/18M-Je 2, Marckwardt/18O 2, New Frontiers for Linguists/18S 2, Toward a Multicultural Society/18N 2

## Education—general

Canadian Conf on Majority Immersion Ed/18J 6, Denmark Appointment/18M-Je 1, NIE Study of Title I/17M-Je 10

## ERIC/ERIC documents

Call for Papers/18M-Je 10, Computer Searches/18M 7, New Publ/18N 14, Selected Bbs on Lang Tchng & Learning/17F 7

## EFL/ESL

Eng by Radio/17F 11, Eng for Special Purposes/17M-Je 1, IATEFL/17J 8, NACTEPL Mtg/17J 1, NELC Proj/18D 6, TESOL Cncl/17M 3

## Federal funding

Budget Cncl/18M 1, Cncl Proposa/18J 1, Ed Bb/18O 4, FY78 Appra/17A 4, NEW Bb/17J 1, NDEA Cncl/17M 1, NSF Budget/18A 3

## Languages—general

African Character Bb/17M-Je 6, Amer Eng Survey/17A 1, Canadian Cncl on Lang Needs/18M 4, Demotik/18A 1, FALCON Prog/18J 5, French/18O 3, Russian Lang Cncl/17J 5, Soviet Langs Proj/18M-Je 7, Spanish Reg Langs/18D 1, Ute-Nahwat Langs/18M-Je 5, World Langs Proj/17F 2

## Language contact

Apollo-Soyuz/18O 3, Conl on German in Contact/18J 2

## Language learning & teaching

ALSED Conl/17J 1, Ford Foundation Report/17M-Je 3, Interagency Lang Roundtable/18N 3, Milderberger Grant/18O 12, UNESCO Mtg/18D 1

## Legislation

Conl Translation Bb/17A 14, NDEA Title VI/18F 1

## Linguistic institutes

Intl Ling Inst/18F 1, MELJ/17A 1, 17M-Je 9, 18N 1, Summer Insts/17A 5

## Linguistic research—general

Grammatical Complexity Study/18M 3, Intl Sig Ling Atlas/17M 3, Ling Research at NSF/18M-Je 1, NRC Committee/18M-Je 3, U Ibadan Lang Projs/17M 3

## LSA

1975 Mtg/18D 1, 1976 Summer Inst/17J 15, 1978 Summer Inst/18M 1

## Native American culture, education, etc

Indian Ed Act/17M 3, NA Ed Workshop/17J 2, NA Recommendations/18O 4, NA Training Prog/17F 13

## New associations

Centro de ling aplicada/17M 2, 18F 4, E Bar Lang Council/17J 3, Hungarian Ed Assn/17M-Je 6, Israeli Assn for App Ling/17F 5, Semiotic Society/18O 12

## Reading

Reading Acq Report/18D 5, Reading & the Spanish-speaking Child/18J 7

## Sign Language

Sign Lang Bb/18A 5

## Sociolinguistics

Chicano Organization/18N 10, Socioling Surveys Mtg/18O 3

## US/China exchange

Amer Linguists Visit/17M 5, App Ling in China/17A 3, Lang Training of Deaf/18S 3, PRC Linguists' Articles/17F 5

## Vietnamese refugees

CAL SI Evaluations/18A 3, Indochinese Clearinghouse/18S 1, Indochinese Workshops/18A 1

## Book Notices

Anderson, Stephen B. The Organization of Phonology 17A 11  
Anon. Dict of Basic Japanese Usage for Foreigners 17M 11  
Battie, J.H. et al. eds. Mid-America Ling Conf Papers 17J 15  
Benware, Wilbur A. The Study of Indo-Eur Vocalism in the 19th Cent 18D 10  
Berlin, Brent et al. Principles of Tzeltal Plant Classification 17M 11  
Blount, Ben G., comp. Lang. Culture & Society 18N 13  
Bopp, Franz. Analytical Comparison of the Sanskrit,

Greek, Latin and Teutonic Langs, etc 18D 9  
Chapman, Raymond. Ling and Lit 17J 11  
Corder, S.P. et al. eds. Theoretical Ling Models in App Ling 17M-Je 17  
Dalbruck, Bernhard. Intro to the Study of Lang 18D 9  
DeStefano, Johanna S., ed. Lang, Society & Ed 17M-Je 17  
Dyan, Isidora et al. Lexical Reconstruction 17M 7  
Engle, Patricia L. The Use of Vernacular Langs in Ed 17A 2  
Ewton, Ralph W. et al. eds. Studies in Lang and Ling 17A 11  
Fray, Herschel J. Tchng Spanish 17M-Je 12  
Garvin, Paul L. On Machine Translation 17M-Je 17  
Goyewarts, D.L. et al. eds. Essays on the Sound Pattern of Eng 18J 3  
Graves, M. de et al. eds. Mod Lang Tchng to Adults 17A 15  
Grundstrom, Allan et al. eds. Interrogation et Intonation 17M-Je 17  
Hall, Robert A., Jr. External History of the Romance Langs 17M 9  
Harrison, William et al. Eng-Lang Policy Survey of Jordan 17M-Je 6  
Hays, Daniel G. et al. eds. From Soundstream to Discourse 17M-Je 17  
Hoelgwald, Henry M. Studies in Formal Historical Ling 17J 15  
Horecky, Jan et al. eds. Prague Studies in Math Ling 17M 11  
Jakobovits, Leon A. et al. The Context of FL Tchng 18N 13  
Jarvis, Gilbert A., ed. Responding to New Realities 17M-Je 12  
King, P.K. Complete Word-Indexes to J. van den Vondel's Beespiegelingen, etc 17M 9  
Kintsch, Walter. The Representation of Meaning in Memory 17A 15  
Koerner, E.F.K. The Importance of F. Techmer's Intl Zietschrift fur Allgemeine, etc 18D 9  
\_\_\_\_\_, ed. The Transformational-Generative Paradigm & Mod Ling Theory 18D 10  
Kostic, Djordje et al. A Short Outline of Bengali Phonetics 17M-Je 16  
Kuno, Susumo. The Structure of the Japanese Lang 17M-Je 17  
Land, Stephen K. From Signs to Propositions 17M 7  
Langacker, Ronald W. Lang and Its Structure 18N 15  
Lawrence, Mary S. Reading, Thinking, Writing 18M 7  
Leon, Monique. L'Accanulation des Pronoms Personnels en Français Standard 17M-Je 17  
Levelt, W.J.M. Formal Grammars in Ling and Psychology 17M-Je 12  
Lefrink, Frans. Semantics-Syntax 17M 9  
Lunt, Helen N., ed. Lang & Lang Tchng 17M 11  
Malmstrom, Jean et al. Transgrammar 17A 11  
Mirikitani, Leatrice T. Kapempangan Syntax 17J 11  
Moore, Timothy E. Cognitive Dvpt & the Acq of Lang 17A 15  
Morin, Yves-Charles et al. eds. Le français a la region de Montreal 17J 15  
Nickel, Gerhard, ed. Special Issue of IRAL on the Occasion of Beril Malmberg's 60th Birthday 17M 11  
\_\_\_\_\_, ed. AILA Proceedings, Vol 1 17A 15  
\_\_\_\_\_, et al. eds. Iral-Sonderband 18D 10  
Nicodemus, Lawrence. Srichitsu/umshian 18A 4  
Niet, John. Handicapped Eng 17M-Je 12  
Ogletree, Earl J. et al. Ed of the Spanish-speaking Urban Child 18A 9  
Ohanessian, Sirapri et al. eds. Lang Surveys in Dvping Nations, 17M-Je 6  
Oller, John W., Jr. et al. Focus on the Learner 17M-Je 18  
Pandit, P.B. India as a Socioling Area 17M-Je 17  
Paulston, Christina B. Implications of Lang Learning Theory for Lang Planning 17A 2  
Pislori, Frank. Tchng the Bilingual 17M-Je 18  
Pillet, Roger A. FL Study, Perspective & Prospect 18N 13  
Postal, Paul M. On Raising 17M 9  
Pott, August. Friedrich Einleitung in die Allgemeine Sprachwissenschaft, etc 18D 9  
Reinecke, John E. et al. comps. A Bb of Pidgin & Creole Langs 18A 12  
Seltz, Robert et al. Handbook of Gestures 17A 15  
Seville-Trotke, Muriel. Bilingual Children 17A 2  
Schiefelbusch, Richard L., ed. Lang Perspectives—Acq, Retardation & Intervention 18D 10

Solso Robert L. ed Contemporary Issues in Cognitive Psych 18N 16  
 Steiner, Florence Performing with Objectives 18A 12  
 Steglitz, Francine Tching a 2nd Lang 17M-Je 12  
 Stokoe, William C., Jr Semiotics & Human Sign Langs 17A 15  
 Story, Gilliam L. et al, comps Tingit Verb Dict 17M-Je 16  
 Weimers, William E. African Lang Structures 17M 7  
 Wurm, S.A. New Guinea Area Langs & Lang Study, Vol 1 18M 7

**New Journals**

Aleed Newsletter/17A 13, ASL Newsletter/17M-Je 10, BSL Reporter/18J 6, Calgary Working Papers in Ling/18N 5, Eng Tching Newsletter/18N 5, HALT News/17M-Je 10, IAL Bulletin/17A 13, IAL Native Amer Text Series/18A 8, Impetus/18M-Je 9, Information/17J 6, Intl Journal of the Sociology of Lang/17J 6, Italian Ling/18S.7, Italian Americana/18J 5, Journal of the Ling Assn of the SW/18N 5, Jyväskylä Contrastive Studies/18M-Je 4, Lang Planning Newsletter/17A 13, Langs of the Tibeto-Burman Area/17J 10, Ling Analysis/18S 7, Ling & Philosophy/18M-Je 4, MALS Journal/17M-Je 10, Mayan Newsletter/18N 5, Michigan Germanic Studies/17M-Je 10, Notes on Cherokee Ling/17A 12, Omani Papers in Ling/18N 12, San Jose St Occasional Papers in Ling/18D 9, Tching Spanish to the Spanish-speaking/17M-Je 10, TX Tech Journal of Ed/18D 9, Verbatim/17J 6, Women & Lang News/18A 8, Working Papers in Lang & Ling/18A 8, Working Papers in Sephardic & Oriental Jewish Studies/18D 4, Working Papers in Yiddish Studies/17F 10

**VIEW FROM THE CENTER—from page 2**

Persons with appropriate training in special English instruction can usefully serve as resource teachers or supervisors to assist regular classroom teachers in developing curriculum-relevant materials and methods (usually within a bilingual context). However, since their training should come from specialists who themselves have direct classroom experience and training in education, it follows that most present ESL training programs lack the necessary staff competent to meet this requirement. An urgent need, therefore, is for these programs—if they are to continue—to radically alter their present composition and content. But with the mandated adoption of bilingual education throughout the country, even the continued existence of separate programs to train English-teaching specialists may rapidly become a moot point.

*Rudolph C. Troike*

**NEW JOURNALS—from page 9**

**Forum Linguisticum.** Published by Jupiter Press for the Ling Assn of Canada and the U.S. 3 times per yr. First issue: August 1976. Ed: Adam Makkai. Sub: \$15 indiv; \$13 student; \$18 instnl. General correspondence to: Valerie Becker Makkai, Managing Ed, Forum Linguisticum, POB 101, Lake Bluff IL 60044.

Deals with all areas of ling, both theoretical and descriptive, and its humanistic applications to related disciplines. Topics covered in the first issue include Chomsky's theory of grammatical competence, limits on central embeddings in English, transformationalist history of ling and the Renaissance, ling as a part of semiotics, and a socioling approach to lang change. Sub price also includes a series of separate monographs, published as supplements, entitled *Edward Sapir Monograph Series in Lang, Culture, and Cognition*.

**LINGUISTS WANTED—from page 4**

leaving for Iran. Application deadline: Feb 1, 1977. Write: Dir of Progs, Div of ESL, U Illinois at Urbana-Champaign, 3070 FL Bldg, Urbana IL 61801.

The Sch of Australian Ling at Darwin Community Coll is looking for either a **Head** for the Sch (A\$22,247 for 12 months) or a **Lecturer** (A\$12,835-A\$20,421, depending on qualifications). The Sch gives instruction in ling to speakers of Australian Aboriginal langs, with a goal of furthering both bilingual ed progs and the analysis of Australian langs by native speakers. The Head of the Sch is responsible for overall planning, dvlpt, and admin of Sch. Both positions involve tching. Send ltr of application, vita, and names and addresses of 3 references to: Registrar, Darwin Community Coll, PO Box 40146, Casuarina, N.T., 5792, Australia. Deadline: Sept 30, 1976.

**book notices**

**A Practical Guide to the Teaching of French**, by Wilga M. Rivers. New York, Oxford U Press, 1975. xii, 348 pp. \$4.95. **A Practical Guide to the Teaching of German**, by Wilga M. Rivers, Kathleen M. Dell'Orto, and Vincent J. Dell'Orto. xii, 346 pp. \$5.95. **A Practical Guide to the Teaching of Spanish**, by Wilga M. Rivers, Milton M. Azevedo, William H. Heflin, Jr., and Ruth Hyman-Opler. 1976. xii, 352 pp. \$6.00.

This series of practical guides for FL tching is designed for future tchers at the high sch or coll level, as well as for practicing tchers interested in keeping up with the latest material in the field. The books reevaluate FL tching methodology in light of recent research in psychology and ling, and discuss various aspects of lang learning which contribute to effective lang use. Each chapter begins with a theoretical discussion which is subsequently applied to practical issues. Numerous examples and exercises are provided to illustrate how the proposed activities and techniques can facilitate lang acquisition.

**F. de Saussure: Cours de Linguistique Generale**, by Eddy Roulet. Paris, Hatier, 1975. 96 pp.

Presents selected passages from de Saussure's *Cours*, with commentaries by Dr. Roulet. Topics discussed include: the goal of ling, lang as a system of signs, langs in space and time, and the influence of de Saussure's *Cours*. A bibliography is included.

**Proceedings of the First Yuman Languages Workshop**, edited by James E. Redden. (University Museum Studies, 7.) Carbondale IL, Southern Illinois U, 1976. 156 pp. \$5.00.

Contains 18 papers focusing primarily on the syntax of the Yuman langs discussed during the Workshop.

## grants and fellowships

**Editors's Note:** The following information on grants available for 1977-78 has been considerably shortened for this issue due to space limitations necessitated by the publication of a combined issue. In future, full details on all grant opportunities for linguists will appear in a special supplement to the June issue. It is our view that by publishing this information in June, rather than in September or October, we will be giving our readers an opportunity not only to conduct preliminary investigations of particular grant programs, but also to receive adequate notice of programs with September or early October deadlines. In the listings provided below, full details are given only for programs not described in previous LRs or which have been changed substantially since last year. Additionally, programs which do not have specific deadlines have not been included, but will be part of the June supplement.

**Amer Assn of Univ Women:** see LR 18:3, p 6. Deadline: Jan 2, 1977. **Amer Council of Learned Societies:** see LR 18:1, p 5 and 18:2, p 11. Deadlines: Sept 30, 1976, Dec 1, 1976, Dec 31, 1976, Jan 17, 1977, and Feb 1, 1977. Also: (1) *Research Fellowships for Recent Recipients of the PhD.* Provides support for a minimum of one semester of uninterrupted full-time research to be undertaken between July 1, 1977 and Dec 31, 1978. Program is limited to scholars who received their degrees in 1974 or 1975. Maximum award: \$7,000. Deadline: Dec 1, 1976. (2) *Grants-in-Aid for Recent Recipients of the PhD* (subject to being funded). Provides funds for scholars engaged in the preparation of dissertation research for publication, or other work leading to a first substantial publication. Maximum award: \$2,000. Deadline: Sept 30, 1976. (3) *Travel Grants for Humanists to Intl Mtgs Abroad* (change from last year). Grants are for scholars who will participate in international congresses and research conferences held outside the U.S., Canada, and Mexico. Social scientists and legal scholars are eligible only if they specialize in the history or philosophy of their disciplines and if the meeting they wish to attend is so oriented. Meetings must be truly international in sponsorship or participation. Very few grants are offered for travel to annual or biennial meetings, and travel to meetings dealing with pedagogy or for the purpose of presenting papers dealing with this subject will not be supported. Also, support will not be extended for travel to congresses which are to receive major funding from other sources. Only persons who are to read papers or have a major, official role in the meeting will be eligible for an award. Applicants are warned that grants may require the use of U.S.-flag carriers, and that funds will

be paid only after the meeting and on receipt of travel documentation and substantive reports. ACLS does not act on direct requests for grants. Applicants should write directly to the secretary of the appropriate constituent society (one only) of the ACLS (such as the Amer Philosophical Society, the Amer Oriental Society, the Amer Philological Assn, MLA, Amer Folklore Society, Amer Dialect Society, Ling Society of America, etc.) for application forms. Applicants must give name, place, and dates of the meeting. Completed application forms must be submitted to the appropriate society by: July 1 for Nov-Feb meetings; Nov 1 for Mar-June meetings; Mar 1 for July-Oct meetings. Late applications will not be accepted. However, scholars do not have to wait for confirmation of active participation before applying, although awards will be conditional upon confirmation of such participation. Awards will be announced at least 2 months before the meeting. **Amer Inst of Indian Studies:** see LR 18:2, p 10. Deadline: Oct 15, 1976. **Amer Philosophical Society:** see LR 18:1, p 5 and 18:6, p 8. Deadlines: 8 wks before 1st Fridays of Feb, Apr, June, Oct, and Dec. **Amer-Scandinavian Foundation:** see LR 18:3, p 6. Deadlines: Nov 1 and Dec 1, 1976. **Andrew Mellon Postdoctoral Fellowships:** see LR 18:3, p 6. Deadline: Jan 15, 1977. **Belgian Amer Foundation:** see LR 18:1, p 5. Deadline: Jan 31, 1977. **Council for Intl Exch of Scholars: Advanced Research Fellowships in India.** Ten research grants, fields unrestricted, are offered for 1977-78 by the Indo-U.S. Subcommittee on Education and Culture. Grants are for 10-months tenure and are available to U.S. citizens for post-doctoral or equivalent level scholarly and professional research in India. Applications are encouraged in the natural sciences, in any field involving collaboration with Indian colleagues, and from scholars or professionals who have not specialized in the area and who have limited or no experience in India. Deadline: Nov 15, 1976. Write: Council for Intl Exch of Scholars, 11 Dupont Circle, NW, Suite 300, Washington DC 20036. **John Simon Guggenheim Memorial Foundation:** see LR 18:1, p 5. Deadline: Oct 1, 1976. **Intl Research and Exchs Board:** see LR 18:1, p 4. Deadlines: Sept 30, Nov 1, Nov 15, Dec 1, and Dec 31, 1976; Mar 31, Apr 30, and May 31, 1977. **Japan Foundation:** (1) *Professional Fellowships.* Candidates must be U.S. citizens or permanent residents. Applications are accepted from established scholars either specializing in Japanese studies or desiring to increase their professional competence in the Japanese field. Fellowships are also intended for such specialists as translators from Japanese into English, librarians concerned with the field of Japanese studies, and museum staff members dealing with Japanese

## grants and fellowships

objects of art. Fellowships are of both long (4-12 months) or short (2-3 months) duration. When applying, scholars must submit a statement of their specific goals, proposed period of stay in Japan, and a program or project through which they intend to achieve their objectives. Deadline: Dec 1, 1976. (2) *Dissertation Fellowships*. Designed to allow doctoral candidates in American universities in the social sciences, the humanities, and other professional fields to carry out dissertation research related in substantial part to Japan or U.S.-Japan relations. Fellowships are tenable only in Japan for periods ranging from 6-14 months, and are usually not renewable. Deadline: Dec 1, 1976. For both programs write: Japan Foundation, Suite 430, Watergate Office Bldg, 600 New Hampshire Ave, Washington DC 20037. **Kosciuszko Foundation:** see LR 18:3, p 6. Deadline: Jan 15, 1977. **Natl Academy of Sciences:** see LR 18:2, p 10. Change: deadlines are Nov 5 and Nov 19, 1976 respectively. **Natl Endowment for the Humanities:** see LR 18:3, p 6. Deadlines: Oct 18, Nov 8, Dec 1, 1976; Mar 1, June 1, 1977. **Natl Science Foundation:** see LR 18:3, p 6. Deadline: Dec 1, 1976. **Smithsonian Institution:** see LR 18:1, p 4. Deadline: Dec 1, 1976. **Social Science Research Council:** (1) *Fellowships for Intl Doctoral Research*. Appli-

cants must be graduate students in the social sciences or humanities who have completed all requirements for the PhD except the dissertation at the time the fellowship begins. Research must be carried out in Africa, Asia, Latin America and the Caribbean, the Near and Middle East, or Western Europe. Deadline: Nov 1, 1976. (2) *Postdoctoral Grants for Research on Foreign Areas*. Grants are designed to support research in one country, comparative research between countries in an area, or comparative research between areas. Research must be carried out in Africa, China, Japan, Korea, Latin America and the Caribbean, the Near and Middle East, South Asia, and Southeast Asia. In addition, there is a special program for research on the economy of China and special programs for collaborative research on Korea and Latin America. Deadline: Dec 3, 1976. For information on applying for either of these programs write: Social Science Research Council, 605 3rd Ave, New York NY 10016. **U.S. Office of Ed:** see LR 18:1, p. 4. Deadlines: Oct 1 and Nov 1, 1976. Also: for *Exch Tchng and Short-Term Seminars Abroad* programs write: Exch Section, Div of Intl Ed, USOE, Washington DC 20202. **Woodrow Wilson Intl Cntr for Scholars:** see LR 18:3, p 6. Change: deadline is Oct 1, 1976.

## new journals

**NABE:** *Journal of the Natl Assn of Bilingual Educators*. Published by L.A. Publishing Co. Quarterly. First issue: May 1976. Ed: Alma Flor Ada. Sub: free with membership or \$10.00 per yr. All correspondence to: L.A. Publishing Co, 40-22 23rd St, L.I. City, New York NY 11101.

Designed to serve as the official journal of the newly formed NABE organization, the main emphasis of this Journal will be on discussions of how to insure that minority children receive quality ed without sacrificing their ability in their native lang or their understanding and appreciation of their cultural heritage. Articles will treat the field in general as well as deal with specific aspects of the tching process and discussions of problems and possible solutions arising in a bilingual classroom setting. As part of its encouragement of native langs at all levels of communication, the Journal will accept articles in any lang.

**Mextesol Journal:** *Journal of the Mexican Assn of Tchrs of Eng to Speakers of Other Langs* Published by MEXTESOL. Quarterly. First issue: April 1976. Ed: Eugene S. Long. Sub: free with membership. Ed correspondence to: Eugene S. Long, U de las Américas, Apartado Postal 507, Puebla, Pue, Mexico. Sub correspondence to: Gloria Nelson, Inst Mexicano-Norte-

*americano de Relaciones Culturales, Hamburgo 115, Mexico 6, D.F., Mexico.*

Focusing on the special circumstances of tching and learning Eng in Mexico, this journal publishes articles on ling research (dialectology, contrastive, and sociological studies); instructional methods and materials, testing and evaluation, curriculum planning; as well as research related to tching and learning EFL or ESL (psychology, sociology, anthropology) and articles treating the profession in general. Also publishes notices of job opportunities, mtgs, and confs of interest to EFL tchers in Mexico. Reviews of textbooks and instructional materials are also solicited.

**Linguistics in Literature.** Published by Trinity U. 3 per yr. Sub: \$8.00. All correspondence to: Ed, Linguistics in Literature, Box 306, Trinity U, San Antonio TX 78284.

This journal focuses on the ling aspects of works of well-known authors. Articles begin with a close textual analysis, proceed through style and structure, and conclude with interpretation and evaluation. The first issue includes articles on Fitzgerald, Greene, and Durrell, the second issue confines itself to experimental structure in Hemingway

See *New Journals*—7, Col. 1

## MEETINGS AND CONFERENCES—from page 5

- Dec 26-29. Modern Lang Assn, 91st. New York NY.  
Dec 27-30. Amer Assn of Tchers of French. Philadelphia PA.  
Dec 27-30. Amer Assn of Tchers of Slavic & E Eur Langs. New York NY.  
Dec 27-30. Speech Comm Assn San Francisco CA.  
Dec 28-29. Amer Name Society New York NY. (Write: Kelsey Harder, SUNY-Potsdam, Potsdam NY 13676.)  
Dec 28-30. Amer Philological Assn. New York NY.  
Dec 28-30. Amer Assn of Tchers of Spanish & Portuguese. Atlanta GA  
Dec 28-30. Ling Society of America, 52nd. Philadelphia PA.

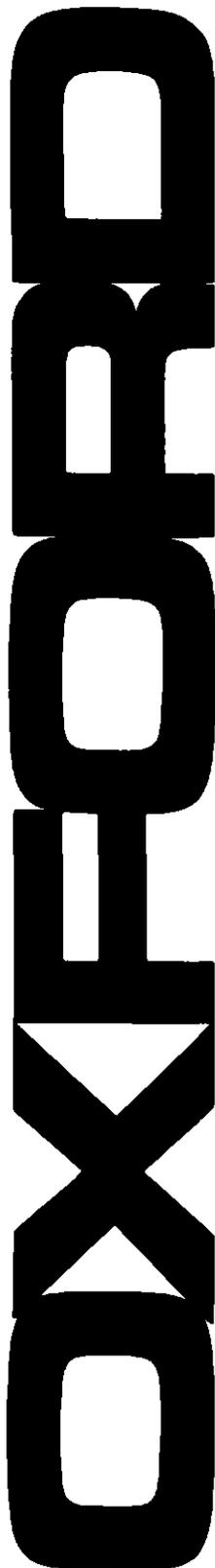
### 1977

- Jan 4-7. Intl Assn of Tchers of EFL, 9th Oxford, England. (Write: IATEFL, 16 Alexandra Gardens, Hounslow, Middlesex TW3 4HU, England.)  
Jan 22. Ann Mtg of the Dutch Ling Society. Amsterdam, The Netherlands. (Write: Henk van Riemsdijk, Inst voor Algemene Taalwetenschap, Spul 21, Amsterdam, The Netherlands.)  
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 Nacl de Trujillo, Trujillo, Peru.)  
Feb 20-26. Amer Assn for the Adv of Sci, 143rd Denver CO.  
March 11-12. Secondary Sch Eng Conf. Seattle WA.  
Mar 24-26. Conf on Eng Ed. Knoxville TN.  
March 24-26. SE Conf on Ling, 16th. Greensboro NC. (Write: Joutonne Brewer, U North Carolina, Greensboro NC 27412.)  
Mar 25-27. Assn of Tchers of Japanese. New York NY  
Mar 25-27 Assn for Asian Studies, 29th. New York NY.  
Mar 29-31. Ann Mtg of the Ling Assn of Gt Britain. Birmingham, England. (Write: J. Payne, Dept of Ling, U Birmingham, PO Box 363, Birmingham B15 2TT, England.)  
Mar 31-Apr 2. Conf on Coll Comp & Comm. Kansas City MO.  
Mar 31-Apr 2. Coll Eng Assn. San Antonio TX  
Apr 1-3. Conf on African Ling, 8th. Los Angeles CA (Write: V. Fromkin, Dept of Ling, UCLA, Los Angeles CA 90024.)  
Apr 3-7. Amer Ed Research Assn. New York NY.  
Apr 10-15. Assn for Childhood Ed Intl. Minneapolis MN.  
Apr 11-15. Council for Exceptional Children, 55th. Kansas City MO.  
Apr 14-16. SW Areal Lang & Ling Workshop, 6th. Long Beach CA (Write: Janet B. Sawyer, Ling Prog, Cal St U, Long Beach CA 90840.)  
Apr 14-16. Cntral Sts Conf on the Tchng of FLs. Columbus OH.  
Apr 14-17. Chicago Ling Society, 13th. Chicago IL. (Write: Salkoko Mufwene, Chicago Ling Society, Goodspeed 205, 1050 E 59th St, Chicago IL 60637 )  
Apr 18-22. Intl Conf on Islam. Jerusalem, Israel. (Write: R. Israeli, Harry S. Truman Research Inst, Hebrew U,

- Mt Scopus, Jerusalem, Israel.)  
Apr 22-24. Natl Conf on Lang Arts in the Elem Sch Phoenix AZ.  
Apr 25-26. N Amer Conf on Afro-Asiatic Ling, 5th. Ithaca NY. (Write: D. Boyarin, Jewish Theological Seminary, 3080 Broadway, New York NY 10027.)  
Apr 28-30. U Kentucky FL Conf. Lexington KY. (Write: Theodore Mueller, Dir, FL Conf, U Kentucky, Lexington KY 40506.)  
May 3-6. Intl Reading Assn, 22nd. Miami Beach FL.  
May 24-27. Natl Assn for Foreign Student Affairs, 29th. New Orleans LA.  
July-Aug. Salzburg Intl Summer Sch in Ling. Salzburg, Austria. (Write: G Drachman, Inst fur Sprachwissenschaft, Imbergstrasse 2/III, 5020 Salzburg, Austria.)  
July 4-9 Intl Cong of Acoustics. Madrid, Spain. (Write: Spanish Acoustical Society, Serrano 144, Madrid 6, Spain.)  
July 11-Aug 18 LSA Ling Inst. Honolulu HI. (Write: Byron W Bender, Dir, Dept of Ling, U Hawaii, 1890 E-W Rd, Honolulu HI 96822.)  
Aug 7-14. World Cong of Jewish Studies, 7th. Jerusalem, Israel. (Write: H. Beinart, Exec Cte, World Union of Jewish Studies, PO Box 1255, Jerusalem, Israel.)  
Aug 13-16. Amer Assn of Tchers of Spanish & Portuguese. Madrid, Spain. (Write E Ruiz-Fornells, Dept of Romance Langs, U Alabama, University AL 35486.)  
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.)  
Aug 22-26. Intl Conf on Historical Ling, 3rd Hamburg, West Germany. (Write: J. Peter Maher, Sem für Eng Sprache and Kultur, U Hamburg, Von-Melle-Park 6, D-2000 Hamburg 13, West Germany.)  
Aug 29-Sept 2. Intl Cong of Linguists, 12th. Vienna, Austria (Write: H. Vesley, Sekretariat, Linguisten-Kongress, POB 35, A-1095 Vienna, Austria.)  
Nov 2-5. African Studies Assn, 20th. Houston TX.  
Nov 2-5 Amer Speech & Hearing Assn. Chicago IL.  
Nov 6-8 Ling Assn of Gt Britain. London, England. (Write: R A. Hudson, Dept of Ling, University Coll, Gower St, London WC1, England.)  
Nov 11-13. Natl Assn for the Ed of Young Children. Chicago IL.  
Nov 24-27. Amer Council of the Tchng of FLs, 11th. San Francisco CA.  
Nov 24-27. Natl Council of Tchers of Eng, 67th. New York NY.  
Nov 29-Dec 4. Amer Anthropological Assn, 76th. Houston TX.  
Dec 28-30. Ling Society of America, 53rd Chicago IL.

### 1978

- Aug. Intl Conf on Methods in Dialectology, 3rd. London, Ont, Canada. (Write: H.R. Wilson, Dept of Eng, U Western Ontario, London, Ont N6A 3K7, Canada.)



## **Halliday: System and Function In Language**

### **Selected Papers**

Edited by **Gunther Kress**

M.A.K. Halliday's prominence in the fields of linguistics and applied linguistics has long been recognized; but until now his writings have been dispersed over a wide range of journals and publications. This collection brings together some of his most important contributions to the field, including several previously unpublished papers, to provide a coherent picture of the development of his theory.

1976                              256 pp.                      cloth \$21.75 paper \$14.50

## **The Edinburgh Course in Applied Linguistics**

These four volumes consist of material which has been selected, developed, and tested in the teaching of Applied Linguistics at the University of Edinburgh. They complement each other to form an integrated series, although each volume is designed as a self-contained unit and can be used independently. (Language and Language Learning Series)

### **Volume I: Readings for Applied Linguistics**

Edited by **J.P.B. Allen** and **S. Pit Corder**

1973                              296 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                              368 pp.                      cloth \$24.00 paper \$13.95

### *Recently published:*

### **Volume IV: Testing and Experimental Methods**

Edited by **J.P.B. Allen** and **Alan Davies**

1976                              256 pp.                      cloth \$21.75 paper \$14.50

## **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 text. It is followed by a description of the authors' analysis of the language used in teacher-pupil relationships, doctor-patient interviews, industrial committees, and television discussions.

1975                              168 pp.                      paper \$8.00

*Prices are subject to change.*



**OXFORD UNIVERSITY PRESS**

200 MADISON AVENUE  
NEW YORK, N.Y. 10016

**Queens Coll** will hold its 2nd Ann Conf on Bilingualism and 2nd Lang Learning on Nov 10, 1976. Keynote speakers: Joshua A. Fishman (Yeshiva U) and William Stewart (CUNY). For registration and other info write: Coord of the Summer Session, Queens Coll of CUNY, 65-30 Kissena Blvd, Flushing NY 11367.

The Mexican Inst for Hearing and Lang Disorders will sponsor an Intl Sym on Child Lang Acquisition from Nov 12-16, 1976. The 4-day symposium, to be held in Acapulco, will focus on the following topics: neurobiological aspects of lang, cognition and lang, syntactic and phonological dvlpt, and lang acquisition in the handicapped child. For further info write: Maria Paz Berruecos, Sci Prog Coord, Inst Mexicano de la Audicion y el Lenguaje, Ave Progreso 141-A, Mexico 18, D.F., Mexico.

The 75th Ann Mtg of the Amer Anthropological Assn will convene Nov 17, 1976 in Washington DC. As in previous years, running concurrently with the mtg will be the Conf on Amer Ind Langs and the Sym on Mayan Langs. Other areas of interest to linguists include ethnicity and lang, psycholing, ethnography and ling, and functional lang in the classroom. The AAA will again offer a Placement Service during the mtg. For further info write: AAA, 1703 New Hampshire Ave, NW, Washington DC 20009.

The 66th Ann Conv of the Natl Council of Tchrs of Eng will be held Nov 25-27, 1976 in Chicago IL. The conv will be preceded by 3 days of study group sessions, mtgs, and workshops focusing on such topics as native amer lang, lit, and culture; lang manipulation; psycholing and reading; non-verbal communication; etc. Sessions of particular interest to linguists during the conv itself include lang dvlpt, socioling, amer dialects, and langs of the North Central states (dealing primarily with findings from the *Ling Atlas of the North Central Sts* project). For further info write: Robert C. Harvey, NCTE.

CAL announces publication this fall of *A Survey of Materials for the Study of the Uncommonly Taught Languages*. This annotated bibliography of the basic tools of access for the study of all modern languages except standard English, French, German, Italian, Russian, and Spanish is a revision of the Center's 1969 *Provisional Survey of Materials for the Study of the Neglected Languages*.

The new survey is being issued in eight fascicles, each representing a specific geographic area: Western Europe/Pidgins and Creoles (European based); Eastern Europe and the Soviet Union; the Middle East and North Africa, South Asia; Eastern Asia; Sub-Saharan Africa; Southeast Asia and the Pacific; and North, Central, and South America. Entries are arranged by languages under teaching materials, readers, grammars, and dictionaries, with primary emphasis on materials designed for use by the adult learner whose native language is English, although some materials of interest to the teacher, specialist, and textbook writer have also been included.

The current survey, supported by a contract from USOE, contains contributions from many specialists outside the Center, as well as from CAL staff. Dora Johnson is senior editor. David DeCamp and Anthony Robson served as project directors.

Fascicles may be purchased separately at a prepaid cost of \$3.95 per fascicle, or as a set of eight at \$26.50 per set. Please send orders to: CAL, 1611 N Kent St, Arlington VA 22209.

#### NEWS BRIEFS—from page 5

Biographies, abstracts, or summaries, and some added materials such as comments are being published in Microfiche No. 46 by the *Amer Journal of Comp Ling*. Copies of these journal materials, as well as conf handouts and papers, rapporteur notes of conf discussion, and post-conf evaluations will also be made available in hard copy form. Contact J. Mathias, 9811 Connecticut Ave, Kensington MD 20795 about availability and cost.

#### 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

## ILI HELD IN TUNIS

The 1976 Intl Ling Inst was held July 5-Aug 12 at the Bourguiba Institute of Modern Languages in Tunis. As in previous years, funding for the Institute was provided by a variety of sources, including the Ford Foundation, the Bureau of Educational and Cultural Affairs of the U.S. Dept of State, the British Council, and the Alliance Française.

A total of 111 participants—postgraduate students, postdoctoral scholars, French and English teachers, and Ministry of Education officials—were enrolled in 24 courses taught by 15 visiting professors. The largest proportion of participants were Tunisian, although students also came from, among others, Egypt, Iraq, Morocco, Mauritania, Norway, and Italy.

Instruction ranged from elementary to advanced, and covered theoretical and applied linguistics, sociolinguistics, and psycholinguistics. Courses taught in English included Introduction to Linguistics (David DeCamp, U Texas and CAL); Current Trends in Linguistic Theory (John Robert Ross, MIT); Second Language Teaching and Bilingualism (John H. Schumann, UCLA); Phonology (David DeCamp); Methodological Aspects of Language Surveys (G. Richard Tucker, McGill U and Ford Foundation, Cairo); Syntax (John Robert Ross); English Stylistics (Martin Davies, Stirling U); and Research in Bilingualism (John H. Schumann). Additionally, John Leather (British Council) and Martin Davies conducted a workshop in Introduction to Problems and Aspects of TEFL.

Arabic was the medium of instruction for 2 courses: Arabic Phonology and Introduction to General Linguistics, both taught by Kemel Bishr (U Riyadh), while French was used for a number of courses, both regular and short-term, including Problems of French Phonetics (François Dell, Cntr Natl de la Recherche Scientifique); Aspects of Syntax and Semantics (Oswald Ducrot, Maison des Sciences de l'Homme); Introduction to General Linguistics (Benoit de Cornu-

See ILI—11, Col. 2

## Linguistic Society To Meet in Philadelphia

The 51st Annual Mtg of the Ling Society of America will convene Dec 28-30, 1976 at the Philadelphia Marriott. As in previous years, a job placement service will be operated during the meeting, with hours as follows: 8:30 a.m.-6:00 p.m. (Dec 28-29) and 9:00 a.m.-12:00 p.m. (Dec 30). Lists of openings will be available, and the staff will arrange interviews between applicants and employers.

Program topics (listed by day) are: *December 28* [Morning] Syntax I; Phonology I; Romance. [Afternoon] Syntax II; Phonology II; Indo-European I. *December 29* [Morning] Language Acquisition; Morphology; Discourse Analysis. [Afternoon] Business Meeting; President's Address. *December 30* [Morning] Semantics; Psycholinguistics I; Phonology III. [Afternoon] Sociolinguistics; Psycholinguistics II; Indo-European II. A partial list of papers to be presented during these program sessions includes: "Why Tough-Movement Is Impossible with 'Possible'" (Noriko McCawley, U Chicago); "A Historical Parallel between Passives and Adjectives" (Anthony Naro, U Federal, Rio); "The Inadequacy of Feature Specifications" (Peter Ladefoged, UCLA); "Phonological Coalescence" (George Clements, Harvard); "The Development of Clitics" (Dieter Wanner, U Illinois); "Evolution of Stress and Vowel Length in Sri Lanka Portuguese" (Ian R. Smith, Cornell); "Word Order and Word Order Change in Mandarin Chinese" (Timothy Light, U Arizona); "Conditionals as Topics" (John Haiman, U Manitoba), "The Origins of Burmese Creaky Tone" (Graham Thurgood, CSU, Fresno); "Resumptive Preverb Deletion in Indo-European" (George Dunkel, Johns Hopkins U); "Parental Judgments of Children's Language Abilities" (Jean Berko Gleason, Boston U); "Development of Vowel Production in Infants" (Philip Lieberman et al, Brown U); "The Structure of English Compound Nominals" (Margaret Reece Allen, U Connecticut); "The Organization of Reference in Italian Conversation" (Alessandro Duranti, U Rome and USC, and Elinor Keenan, USC); "Dr. Livingstone, I Presuppose" (James E. Hoard, U Oregon); "Grammatical Relations and Scope" (Frank Brandon, U Campinas, Brazil); "Morphophonological Disturbances in Aphasia" (Wolfgang U Dressler, U Vienna); "Levels of Consciousness of Linguistic Structure" (Marianne M Williams, SUNY); "Southern White English: The Changing Verb Phrase" (Crawford Feagin); "Negative Incorporation in FSL

See LSA—8, Col. 2

### Featured Inside . . .

Book Notices . . . . .	9
Conferences . . . . .	8, 4-5
Grants and Fellowships . . . . .	9
Linguists Wanted . . . . .	6
View from the Center . . . . .	2

Director Rudolph C. Troike

Deputy Director: John H. Hammer  
Assoc Director for Progs: Roger W. Shuy  
Admin Vice Pres: A. Dudley Ward  
Comptroller: Walter P. McIntosh

Prog Dir, Bilingual Ed. Rosario Gingras  
Prog Dir, Indian Ed. William Leap  
Prog Dir, Intl Activities. Anthony Robson  
Prog Dir, Info Services/ERIC Peter Eddy  
Prog Dir, Lang & Ed Resources & Service Cntr. Allene Grognet  
Prog Dir, Publications: Begay B. Atkinson  
Prog Dir, Research: Margaret Griffin  
Senior Advisors: A. Hood Roberts, David DeCamp, and Orlando Taylor

Editor: Begay B. Atkinson  
Managing Ed. Marcia E. Taylor  
Assoc Managing Ed: 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*, a newsletter for all those concerned with linguistics and its application to practical problems, 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, advertising inquiries, and books for review should be directed to the Editor, *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.

**Board of Trustees**

Arthur S. Abramson, Prof of Ling, U Connecticut, *ex officio*

John Elmendorf, Academy for Ed Dvpt  
Charles A. Ferguson, Prof of Ling, Stanford  
Aas Hillard, Dean, Sch of Ed, San Francisco St U  
Dell H. Hymes, Dean, Grad Sch of Ed, U Pennsylvania  
Ilse Lehiste, Prof of Ling, Ohio St U  
Winfred P. Lehmann, Prof of Ling, U Texas-Austin  
George A. Miller, Prof, Rockefeller U  
Arnulfo Oliveira, Pres, Texas Southmost Coll  
Herbert H. Paper, Prof of Ling, U Michigan  
Dillon Platano, Dir, Navajo Div of Ed, Navajo Nation  
Billy R. Reagan, General Supt, Houston Ind Sch Dist  
Frank Robbins, Exec Vice Pres, Summer Inst of Ling  
Datus C. Smith, Consultant, Aale Society  
Malcolm D. Talbot, Pres, Rutgers U Foundation  
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 Of Linguistics and Policy Makers

One of the unique aspects of the view from the Center is the broad perspective it provides on the significance of linguistic knowledge to various areas of public policy formulation and implementation, as well as to other academic fields. The Center almost daily encounters instances of the need on the part of policy makers, administrators, and practitioners for a greater awareness and understanding of the potential contributions of linguistics to their work. Much of the Center's effort, therefore, is directed toward "consciousness raising" with regard to the language dimension in a variety of problem areas.

Even where the importance of language is explicitly recognized, however, it is rare that language specialists are called upon to help deal with the problems at issue. This omission may result either from a lack of awareness of linguistics and its pertinence, or from a restricted and even negative view of the science. The Center, therefore, spends a good deal of its energy simply attempting to increase public awareness of linguistics and understanding of potential relevance to various concerns.

The negative view of linguistics is most often found among persons who have had contact with linguistics in university courses. Regrettably, they not infrequently come away from that contact convinced, as a representative from the U.S. Commission on Civil Rights once phrased it, that "linguistics is a dead art." Nevertheless, after that same representative spent a half-hour at CAL discussing the ways in which linguistic knowledge is relevant to various social and educational concerns, the Commission sent four staff members to the Center for a month to carry out background research for their influential report on bilingual education. Examples could be multiplied, but they all suggest that there is a need for linguistics departments to offer more courses for non-specialists which emphasize those aspects of linguistics that deepen understanding of the role of language in human existence and behavior. In this way linguistics can and should take its place as a part of general education, and the arcane technical aspects of the science can be properly left to pre-professional courses.

A recent Ford Foundation report noted that 60,000 jobs a year become available in government service, indicating a huge potential job market for linguists in this field. Thus far, however, linguists have been notable for their absence from government agencies. While the Washington, D.C., area contains over 10% of all Federal employees, the total number of linguists in government agencies in this area—apart from programs specifically involving language teaching and translation—can probably be counted on the fingers of one hand.

Since non-linguists will clearly be making and implementing most public policy for the foreseeable future, it is desirable that these future administrators be as informed as possible concerning the nature of language and the usefulness of linguistic knowledge in dealing with various problems. Linguistics departments need to recognize their obligation in this regard, and do what they can to insure that policy makers in the future—and the general public—will increasingly be better prepared to make informed decisions on matters concerning language.



Photograph by Reynaldo F. Macias

*Rudolph C. Troike*

# CONFERENCES SURVEY BILINGUAL EDUCATION

Two of the 5 conferences planned for CAL's "Cross-Disciplinary Perspectives in Bilingual Education" project were held this summer. The first, focusing on social science perspectives, took place June 8-9 and featured Joshua A. Fishman (Yeshiva U) as the principal speaker. Dr. Fishman's paper reviewed social science research and issues pertinent to bilingual education. Discussants included Shirley Brice Heath (Winthrop Coll); Hugh Mehan (U Cal-San Diego); Sara Nieves Squires (U Massachusetts-Amherst); and Ned Seelye (Dir of Bilingual Ed, State of Illinois).

Research and issues in language and linguistics relevant to bilingual education was the topic of the 2nd meeting, held August 13-14. A review paper presented by G. Richard Tucker (McGill U, currently with the Ford Foundation in Cairo) was discussed by Charles A. Ferguson (Stanford), Gustavo Gonzalez (U Cal-Santa Barbara), Evelyn Hatch (UCLA), and Christina Bratt Paulston (U Pittsburgh).

This series of small, invitational conferences is being supported by the Carnegie Corporation of New York (see LR 18:3, p 1 for details). Through these conferences and the papers resulting from them, CAL is attempting to bring together a current, in depth picture of the state of knowledge, in various disciplines, concerning bilingual education. The aim is to make this information available to decision-makers involved in bilingual education and to determine research needs. Representatives from various government agencies and educational organizations are being invited to the meetings to reflect the practical concerns of administrators, legislators, lawyers, and planners in this field.

Conferences on law and political science as well as on education and school financing are scheduled for this fall, with a synthesis conference planned for next spring. Further information on the project may be obtained from: Leann Parker, Proj Coord, CAL, 1611 N Kent St, Arlington VA 22209.

## LINGUISTICALLY ORIENTED TV SERIES PROPOSED

The Natl Endowment for the Humanities has awarded the Coll of Humanities and the Telecommunications Cntr of Ohio St U a planning grant to develop a television series with humanistic content. This grant has been assigned to Arnold M. Zwicky (principal investigator), Michael L. Geis, and Robert J. Jeffers of the OSU Dept of Ling, who will develop a proposal for a series tentatively entitled "The Verbal Ape." A provisional list of topics for the series includes: the origin of man and the development of language; the development of language in the individual: from stage to stage and what is it we learn?; linguistic diversity and language universals; language and culture; linguistic variation; language and history; the melting pot: the linguistic heritage of the U.S.; auxiliary languages (including writing systems, paralanguage, and

kinesics); language serving human needs: social glue and means of communication, the repository of experience, manipulating other people, and verbal play and verbal art.

The grant will run from Jan 1, 1977 to Dec 31, 1977. Suggestions concerning the content and form of presentation of such a series are invited and should be addressed to: Arnold M. Zwicky, Dept of Ling, OSU, 1841 Millikin Rd, Columbus OH 43210.

## Peruvian Government Orders Regional Bilingual Education

Through its recently passed Education Reform Act, the Peruvian government has mandated bilingual education for the entire country. The Ministry of Education is now instituting measures to accomplish this goal for the Peruvian population, which contains a large proportion of Quechua and Spanish-Quechua bilingual speakers. The first step in this program is a radio-transmitted course in Quechua designed to increase appreciation of Andean culture. Materials development for use with students in the Regular Basic Education program next year is also in progress.

Concurrently, bilingual education programs have been started in four regions—Ancash, Apurímac, Cuzco, and Puno. Teachers in these regions have participated in training programs on bilingual education methods, and materials in the local varieties of Quechua are being prepared by the Bilingual Education Unit of the Ministry of Education.

# Aspects of English Sentence Stress

Aspects of English Sentence Stress  
By Susan F. Schmerling

Using a working definition of stress as the subjective impression of prominence, the author attempts to formulate principles that will predict the relative prominence of different words in particular utterances—what might be called the syntax of stress. She supports her arguments with original data and challenges current thought in the field. 127 pages \$8.95

University of Texas Press  
P.O. Box 7819, Austin 78712



## news briefs

**The U.S. Commission on Civil Rights** recently reported that mainland Puerto Ricans are one of this country's most disadvantaged minority groups, both economically and educationally. In a report entitled "An Uncertain Future," the Commission cited statistical evidence showing that more mainland Puerto Ricans are below the Govt's low-income level than either Mexican or Cuban Americans and that they also have a correspondingly lower median income. The Commission also stated that school districts having "a significant enrollment of Puerto Rican or other language-minority children" *should offer bilingual education*. . . . The Amer Natl Standards Cte Z 39 on Library Work, Documentation, and Related Publishing Practices recently published a new *Natl Standard for the Romanization of Hebrew*. The new standard recognizes the need for a variety of romanization systems to serve a number of purposes and includes 4 different styles, ranging from one useful to people with only a limited knowledge of Hebrew to one for use in computer-compatible systems. The *Standard* may be ordered for \$4.50 from: Amer Natl Standards Inst, 1430 Broadway, New York NY 10018. . . . **Dell H. Hymes** has been selected Pres-Elect of the Council on Anthro and Ed. Dr. Hymes, who is currently Dean of the Grad Sch of Ed at U Pennsylvania, will assume the office at CAE's 1976 mtg in Washington, and will become Pres at the Council's 1977 mtg in Houston. . . . *The Asia Mail: Amer Perspectives on Asia and the Pacific* is a new monthly publication devoted to all aspects of Asian studies. Published in tabloid newspaper format, it contains articles by academic specialists, businessmen, and journalists involved in U.S.-Asian relations. Charter subscriptions, at a reduced rate, are available through Dec 31, 1976. Write: *The Asia Mail*, Sub Dept, PO Box 942, Farmingdale NY 11735. . . . **William O. Beeman**, Asst Prof of Anthro at Brown U, has received a grant from the govt of Iran for a survey of indigenous theatrical traditions in Iran. The grant, which is part of a Bicentennial gift to the US, will enable Mr. Beeman to compile a roster of troupes and entertainers, their repertoires, and complete an analysis of the social and cultural contexts within which they perform. A linguist, Mr. Beeman is particularly interested in the interrelationships of lang with cultural and social systems. . . . The **Exxon Ed Foundation** has awarded Miami U a grant of \$44,370 in support of a proj entitled "Experimental Study in Transformational Sentence Combining." The proj is headed by Andrew Kerek, dir of ling in the University's Dept of Eng, along with Donald A. Daiker and Max Morenberg. The goal of the proj is "to prove the value and usefulness of transformational sentence combining as a means of tching coll-level freshmen to write and read more effectively." . . . *Texas Ling Forum* is an occasional publication of the Dept of Ling at U Texas-Austin which presents, in pre-publication form, original research in all aspects of ling and related disciplines. Nos. 6-7 will appear shortly, and

## meetings and conferences

- Dec 17. Assn for Lit & Ling Computing, 4th. London, England.
- Dec 26-29. Amer Dialect Society. New York NY.
- Dec 26-29. Amer Assn of Tchers of Italian. New York NY.
- Dec 26-29. Modern Lang Assn, 91st. New York NY.
- Dec 27-30. Amer Assn of Tchers of French. Philadelphia PA.
- Dec 27-30. Amer Assn of Tchers of Slavic & E Eur Langs. New York NY.
- Dec 27-30. Speech Comm Assn. San Francisco CA.
- Dec 28-29. Amer Name Society. New York NY.
- Dec 28-30. Amer Philological Assn. New York NY.
- Dec 28-30. Amer Assn of Tchers of Spanish & Portuguese. Atlanta GA.
- Dec 28-30. Ling Society of America, 51st. Philadelphia PA.

### 1977

- Jan 4-7. Intl Assn of Tchers of EFL, 9th. Oxford, England.
- Jan 22. Ann Mtg of the Dutch Ling Society. Amsterdam, The Netherlands.
- \*Jan 27-Feb 2. Australasian Universities Lang & Lit Assn. Wellington, New Zealand. (Write: H.W. Orsman, Dept of Eng, Victoria U, Private Bag, Wellington, New Zealand.)
- Feb 7-12. Cong de Profesores de Segunda Lengua de los Paises del Convenio "Andres Bello," 1st. Trujillo, Peru.
- \*Feb 11-13. Los Angeles 2nd Lang Research Forum, 1st. Los Angeles CA. (Write: Sabrina Peck, Chmn, Los Angeles 2nd Lang Research Forum, TESL Dept, UCLA, Los Angeles CA 90024.) [Deadline for abstracts: Nov 15, 1976.]
- Feb 20-26. Amer Assn for the Adv of Sci, 143rd. Denver CO.
- \*Mar 10-12. Interdisciplinary Conf on Approaches to the Lexicon. Louisville KY. [See LR 19:2, p 8]
- Mar 11-12. Secondary Sch Eng Conf. Seattle WA.
- \*Mar 11-13. Annual Conf on Ling, 22nd. Worcester MA. (Write: Marian F. Astuti, Chmn, ILA Conf Cte, 956 E 37 St, Brooklyn NY 11210.)
- \*Mar 17-19. Georgetown Round Table on Lang & Ling, 28th. Washington DC. [See LR 19:2, p 8]
- Mar 24-26. Conf on Eng Ed. Knoxville TN.
- Mar 24-26. SE Conf on Ling, 16th. Greensboro NC.
- Mar 25-27. Assn of Tchers of Japanese. New York NY.
- Mar 25-27. Assn for Asian Studies, 29th. New York NY.
- \*Mar 25-27. CATESOL Conf, 6th. San Diego CA.
- Mar 29-31. Ann Mtg of the Ling Assn of Gt Britain. Birmingham, England.
- Mar 31-Apr 2. Conf on Coll Comp & Comm. Kansas City MO.
- Mar 31-Apr 2. Coll Eng Assn. San Antonio TX.
- Apr 1-3. Conf on African Ling, 8th. Los Angeles CA.
- Apr 3-7. Amer Ed Research Assn. New York NY.
- Apr 10-15. Assn for Childhood Ed Intl. Minneapolis MN.
- Apr 11-15. Council for Exceptional Children, 55th. Kansas City MO.
- Apr 14-16. SW Area Lang & Ling Workshop, 6th. Long Beach CA.
- Apr 14-16. Cntral Sts Conf on the Tching of FLs. Columbus OH.
- Apr 14-17. Chicago Ling Society, 13th. Chicago IL.

## meetings and conferences

- Apr 18-22. Intl Conf on Islam. Jerusalem, Israel.  
 Apr 22-24. Natl Conf on Lang Arts in the Elem Sch. Phoenix AZ  
 Apr 25-26. N Amer Conf on Afro-Asiatic Ling, 5th Ithaca NY.  
 \*Apr 26-May 1. TESOL Conv, 11th. Miami Beach FL. [See LR 19.2, p 8]  
 Apr 28-30 U Kentucky FL Conf. Lexington KY  
 May 3-6. Intl Reading Assn, 22nd Miami Beach FL.  
 May 24-27. Natl Assn for Foreign Student Affairs, 29th. New Orleans LA.  
 July-Aug Salzburg Intl Summer Sch in Ling. Salzburg, Austria.  
 July 4-9. Intl Cong of Acoustics Madrid, Spain.  
 \*July 6-Aug 17, Biennial Summer Sem in Diplomatic & Paleography, 2nd Cambridge MA. [See LR 19.2, p 8]  
 Aug 7-14. World Cong of Jewish Studies, 7th. Jerusalem, Israel.  
 Aug 13-16 Amer Assn of Tchrs of Spanish & Portuguese Madrid, Spain.  
 Aug 15-18. Intl Cong of Logopedics & Phoniatrics Copenhagen, Denmark.  
 Aug 22-26. Intl Conf on Historical Ling, 3rd Hamburg, West Germany  
 \*Aug 26-29 Ling Society of Australia Melbourne, Australia (Write: C. Millar, Dept of Eng, U Melbourne, Vic 3052, Australia.)  
 \*Aug 29-31 App Ling Assn of Australia Melbourne, Australia. (Write: T. Quinn, Lang Cntr, U Melbourne, Vic 3052, Australia.)  
 \*Aug 29-Sept 2 Australian & New Zealand Assn for the Advancement of Science. Melbourne, Australia. (For info on the Ling Section write: Ms. E. Dines, Faculty of Ed, U Melbourne, Vic 3052, Australia.)  
 Aug 29-Sept 2 Intl Cong of Linguists, 12th. Vienna, Austria.  
 \*Sept 26-30 NATO Sym on Lang, Interpretation & Communication. Venice, Italy (Write: D Gerver, Dept of Psych, U Stirling, Stirling FK9 4LA, Scotland )  
 Nov 6-8. Ling Assn of Gt Britain. London, England.

1978

- \*Apr 3-7. Intl Sym on the Use of Computers in Ling & Lit Research, 5th Birmingham, England. (Write: D.E. Ager, CLLR, Dept of Mod Langs, U Aston in Birmingham, Gosta Green, Birmingham B4 7ET, England.)  
 Aug Intl Conf on Methods in Dialectology, 3rd. London, Ont, Canada  
 \*Aug 14-20. World Cong of Sociology, 9th. Uppsala, Sweden [See LR 19.2, p 8]  
 \*Aug 21-26. Intl Cong of App Ling, 5th Montreal, Canada. [See LR 19.2, p 8]  
 \*Indicates 1st listing for conf. Complete details on all other items will be found in the Sept/Oct LR

Five million dollars has been earmarked from this year's appropriations under Title IV of the Civil Rights Act to assist school districts in complying with the *Lau* decision. Of these funds, \$3.75 million will go to general assistance centers, while the remaining \$1.25 million, according to HEW administrators, will go directly to school districts

back issues of most nos. are available. Write: Texas Ling Forum, Dept of Ling, U Texas-Austin, Austin TX 78712. . . . The Dept of Germanic Langs & Lits at U Kentucky has assumed editorship of *Colloquia Germanica*. Articles, in German, Eng, or French, on Germanic lits or ling (with emphasis on German lit) are accepted and should be sent to: Bernd Kratz, Dept of Germanic Langs & Lits, U Kentucky, Lexington KY 40506.

## LINGUISTIC ATLAS PROJECT OFFERS BASIC FIELD DATA

The basic data in the field records of the *Linguistic Atlas of North Central States*, a project inaugurated by Albert H. Marckwardt in 1938 and directed by him until his death in 1975, is now being made available to the general public. It contains, in phonetic transcription, the responses of approximately 500 language consultants (formerly informants, see LR 19:1, p 5) to a questionnaire consisting of nearly 550 items.

The series, edited by Raven I. McDavid, Jr and Richard C. Payne, is in 8 parts. Seven of these present the data gathered with the short (75 pages) questionnaire used in Wisconsin, Michigan, Ontario, Illinois, Indiana, Ohio, and Kentucky; the last presents the evidence gathered with the long (104 pages) questionnaire. Editorial apparatus for each part includes the basic phonetic alphabet and other symbols used by field workers, a map indicating the location of the communities included in that part, a table of communities and field records with the field workers and dates of interviews for each record, and the complete records themselves, along with the work sheets used for editing.

Original transcriptions are given unaltered, whether (like most) made in the field, or (like the more recent) made from tapes. Each part of this series may be ordered independently, either on microfilm or in Xerox form from: Photoduplication Dept, Joseph Regenstein Library, U Chicago, 1100 E 57th St, Chicago IL 60637. Tape copies of the interviews (reel or cassette) are also available from: Lang Lab, U Chicago, 1126 E 59th St, Chicago, IL 60637.

The publication of these basic materials sets a precedent in linguistic geography, in that for the first time the unretouched interviews from a major dialect survey may be freely consulted, and the editorial judgments tested independently.

The CAL • ERIC Clearinghouse of Langs and Ling invites you to submit abstracts for a series of short publications on ling and related disciplines, e.g. anthro, neurology, psych, sociology, FL ed, reading, composition, speech, etc. Our documents are intended for use by educators and researchers and include practical guides for classroom teachers, state of the art papers, and selected bibs. If your paper is accepted, it will be published by the Clearinghouse and entered into the ERIC system. In turn, you will receive an honorarium. Send a 200 to 500 word abstract as soon as possible to Sophia Berens, ERIC/CLL, CAL, 1611 N Kent St, Arlington VA 22209.

## linguists wanted

Note: A fee of \$20.00 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 15th 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 Dept of Ling at CSU, Fullerton is accepting applications for an appt at the asst prof level, beginning Fall 1977. PhD required; research encouraged. Special consideration will be placed on the candidate's tching ability, and the candidate's list of publications will be taken into account. Starting salary from \$13,572-\$14,208, depending on qualifications. Duties: teach both undergrad and grad required courses, including Intro to Ling Phonetics and Phonology, Descriptive Ling, Historical Ling, Grammatical Analysis, Theories of Syntax, etc.; a course in Animal Communication; and a seminar in the appointee's field of specialization. Tching load is normally 12 hrs per week. Send vita and the names of at least 3 references (candidate is expected to arrange for letters of reference to be sent at earliest possible time) to: James A. Santucci, Chair, Dept of Ling, CSU, Fullerton, 800 N State Coll Blvd, Fullerton CA 92634.

The Dept of Phonetics, U Alexandria, needs a visiting prof. Appt is for one academic yr, and PhD or equivalent in phonetics (instrumental and experimental) is required. Salary: up to 450 Egyptian pounds and \$650 per month plus transportation, depending on qualifications. Send CV to: Bikharto Shafei, Dept of Phonetics, Faculty of Arts, U Alexandria, Alexandria, Arab Rep of Egypt.

U Cal-Berkeley anticipates an opening in its Dept of Ling for a specialist in native langs of North and/or Central America. Position will be at the asst prof level, and is expected to be available in Fall 1977. Preference will be given to candidates who have had field exp with a native lang or langs. Send CV and other supporting materials (papers, recommendations, etc.) to: Wallace Chafe, Dept of Ling, U Cal-Berkeley, Berkeley CA 94720.

The Div of ESL, U Illinois at Urbana-Champaign is accepting applications for tching/research appts at the Tehran U Lang Cntr. The internships are primarily part of a UIUC Grad Prog, open to students with BA/BS degrees, leading to a MATESL degree, but they are also open to post-MA students working on doctorates in related fields. Overseas tching exp preferred, but not required. Transportation (appointees only),

stipends, and benefits included. Personal interviews will be conducted until March. Accepted applicants will take part in a summer orientation prog at Illinois before leaving for Iran. Application deadline: Feb 1, 1977. Write: Dir of Progs, Div of ESL, U Illinois at Urbana-Champaign, 3070 FL Bldg, Urbana IL 61801.

Princeton U wishes to appoint a Lecturer in Ling for a 3-yr period beginning Fall 1977. Qualifications desired: PhD (or equivalent) in general ling with specialization in syntax, and at least some tching exp. Tching duties: a basic grad course in syntax, an advanced grad seminar in syntax, and one or more undergrad courses in general ling. Applicants are asked to submit a CV, letters of recommendation, a statement of research interests, and published or unpublished research papers to: William G. Moulton, Prog in Ling, 318 E Pyne Bldg, Princeton U, Princeton NJ 08540.

U Texas, Arlington needs a Chpsn of Fls and Ling, beginning Fall 1977. Recognized tcher-scholar with appropriate academic-admin exp. The dept offers progs which range from courses intended for students fulfilling undergrad degree requirements to those intended for undergrad majors and masters and doctoral level students. French, German, Portuguese, Russian, and Spanish as well as Greek, Latin, and Asian langs are offered. Well developed masters and doctoral level progs in ling are conducted in conjunction with the Summer Inst of Ling. Address inquiries to: Chmn, Search Cte for FLs and Ling, U Texas, Arlington TX 76019.

U Cal-Berkeley anticipates an opening in the Dept of Ling at the asst prof level for Fall 1977. Primary consideration will be given to persons whose chief interest is Indo-European, though applications from specialists in the diachronic and synchronic study of other lang families will also be welcomed. CV and, optionally, other supporting material such as papers and recommendations should be sent to: John J. Ohala, Dept of Ling, U Cal-Berkeley, Berkeley CA 94720.

U Pennsylvania has an opening for a linguist with active research and tching commitments in mathematical foundations of ling theory and natural-lang syntax. Regular 3-yr appt at rank of asst prof, starting Fall 1977. Write: Chmn, Dept of Ling, U Pennsylvania, Philadelphia PA 19174.

San Diego St U needs a Dir of Composition. This is a tenure-track position for a specialist in composition (in theory as well as practice) with a PhD in Eng or Ling and exp and publications appropriate to appt at the rank of Assoc or Full Prof. Responsibilities will be wholly in composition, half in tching and half in directing a large prog. Do not apply for composition

See *Linguists Wanted*—9, Col. 2

# NDEA TITLE VI AWARDS ANNOUNCED

Forty-four contracts were negotiated by the Intl Studies Branch, Div of Intl Ed, USOE during fiscal year 1976 in support of 30 new projects designed to improve instruction in modern foreign languages and area studies in 2 of the general categories authorized by Title VI, Section 602 of the National Defense Education Act: studies and surveys and specialized materials for language studies. Total funds committed by these contracts were \$530,536. Fourteen additional

contracts were negotiated to supplement ongoing projects. Funds committed by these contracts totaled \$324,981, including \$28,403 from P.L. 480 funds.

For each new 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. Note: in some cases, contracts were awarded directly to the individual investigator, rather than an organization.

## STUDIES AND SURVEYS

- Leslie W. Koeppin, Los Angeles CA. The Dvlpt Notion of the Title VI, NDEA, FL and Area Cntrs Concept. \$2,150.
- Irving Morrissett, Boulder CO. Regional Conference on the above. \$2,000.
- Richard L. Park, Ann Arbor MI. Regional Conference on the above. \$1,555.
- Robert Simpson, Coral Gables FL. Regional Conference on the above. \$1,950.
- Ward Morehouse, Albany NY. Regional Conference on the above. \$2,150.
- Gilbert Youth Research, New York NY. George Mihaly. Analysis of Youth Attitudes Regarding Intl and Related Studies. Jan 2, 1976-Feb 3, 1976. \$1,700.
- Council of Chief State Sch Officers, Washington DC. Byron W. Hansford. Study of State Ed Agencies and Global Ed. Jan 15, 1976-Sept 30, 1976. \$9,750.
- Japan Society, Inc, New York NY. Robert M. Ruenitz. Update of Survey of the Study of Japan by Americans. Feb 5, 1976-Mar 31, 1976. \$5,010.
- Natl Cntr on US-China Relations, Inc, New York NY. Peggy Blumenthal. Conf on Univ-Based Outreach Progs in Intl and Cross-Cultural Ed with a Focus on East Asia Studies. Sept 16, 1975-Oct 31, 1975. \$3,500.
- Cntr for App Ling, Arlington VA. A. Hood Roberts. Update of List No. 7, a Bib of Completed Title VI, NDEA Research Reports and Materials. June 15, 1976-Sept 30, 1976. \$1,166.
- David Dichter & Associates, Geneva, Switzerland. David Dichter. Chief State Sch Officers Seminar Summary Report. June 28, 1976-Sept 30, 1976. \$2,200.
- Inst of Comparative Social and Cultural Studies, Inc, Washington DC. Lorand B. Szalay. A U.S.-Arabic Communication and Cultural Guide in Support of Culturally Sensitive Lang and Area Training. July 1, 1976-Dec 31, 1977. \$48,726.
- Cornell U, Ithaca NY. Randall L. Jones. A Survey of Current Research in Lang Testing. June 15, 1976-Oct 14, 1977. \$7,656.
- Elizabeth T. Massey, Thetford Hill VT. Funded Opportunities for Research and Training in Fls, Area Studies, and World Affairs. Aug 15, 1976-Nov 14, 1976. \$7,000.
- Audio-Visual Ed Cntr, U Michigan, Ann Arbor MI. Ford L. Lemler. Annotated Listing of Films and Audio-Visual Materials Dealing with Egypt. Aug 17, 1976-Apr 30, 1977. \$4,000.

## SPECIALIZED MATERIALS

- Indiana U Foundation, Bloomington IN. John R. Krueger. Tuvan Manual: Area Handbook, Grammar, Reader, Glossary. Jan 2, 1976-Jan 31, 1978. \$30,550.
- Regents of U Cal-San Diego. Leonard D. Newmark. Albanian Lang Proj. June 30, 1976-May 31, 1977. \$56,245.
- U Wisconsin, Madison WI. Stephen Beyer. Prep of Instruction Materials in Classical Tibetan. June 1, 1976-Nov 30, 1976. \$7,087.
- U Arizona, Tucson AZ. Hamdi A. Qafisheh. Gulf Arabic: Intermediate Level. June 1, 1976-May 31, 1977. \$20,790.
- Regents of U Colorado, Boulder CO. Frederick Richter. A Reader of Contemporary Japanese Short Stories: An Integrated Approach. June 1, 1976-May 31, 1977. \$34,186.
- Indiana U Foundation, Bloomington IN. Thomas A. Sebeok. A Handbook of Nonverbal Communication for Tchrs for FLs. June 15, 1976-June 14, 1977. \$20,175.
- Amer Assn for the Advancement of Slavic Studies, Columbus OH. Charles E. Gribble. Bulgarian Reading Course. June 1, 1976-Nov 30, 1977. \$6,762.
- Board of Regents of U Wisconsin System, Madison WI. Alexander N. Skinner. Fula Audio-Visual Elem Course. July 1, 1976-June 30, 1977. \$40,000.
- U Hawaii-Manoa. Thomas W. Gething. Level I Thai Reader. June 1, 1976-May 31, 1977. \$27,736.
- U Cal-Berkeley. Francis T. Motofuji. Japanese Lang Videotape Materials Proj. June 15, 1976-Sept 15, 1977. \$46,505.
- Indiana U Foundation, Bloomington IN. Claudia W. Corum. An Intro to the Swazi (Si Swati) Lang. June 1, 1976-Aug 31, 1977. \$41,000.
- Amer Assn for the Advancement of Slavic Studies, Columbus OH. William R. Schmaistieg. Lithuanian Reference Grammar. June 1, 1976-Nov 30, 1977. \$18,082.
- U Chicago, Chicago IL. Howard I. Aronson. A Tchng Grammar of Georgian. June 30, 1976-June 29, 1977. \$41,571.
- Amer Assn for the Advancement of Slavic Studies, Columbus OH. Ernest A. Scatton. A Bulgarian Reference Grammar. June 1, 1976-Nov 30, 1977. \$11,808.
- U Wisconsin, Madison, WI. Gesha Sopa. Prep of a Primer of Mod Classical Tibetan. June 1, 1976-May 31, 1978. \$23,526.

## conferences, workshops, seminars

A call for papers has been issued for an **Interdisciplinary Conf on Approaches to the Lexicon**, to be held Mar 10-12, 1977 at U Louisville. The conf, sponsored by the University's Interdisciplinary Ling Prog, will feature Ladislav Zgusta (U Illinois at Urbana-Champaign) and Robert A. Hall, Jr. (Cornell) as keynote speakers. Topics to be covered include: lexicography, lexicology, lexicostatistics, dialectology, onomastics, bilingualism, bilingual and monolingual dictionaries, geology, and semantics. Deadline for abstracts: Dec 15, 1976. For further info on submission of abstracts write: Frank H. Nuessel, Jr., Mod Langs, U Louisville, Louisville KY 40208.

**The 28th Annual Georgetown Round Table on Langs & Ling** will be held Mar 17-19, 1977. The theme of this year's mtg is "Ling and Anthro." Scheduled sessions include: ling relativity; the acquisition of communicative competence; methods and models; lang, culture, and minority groups; lang and social organization; and applications of ling and anthro. For additional info write: Muriel Saville-Troike, Dept. of Ling, Georgetown U, Washington DC 20057.

**The 7th Annual Ling Sym on Romance Langs** is scheduled for Apr 22-24, 1977 at Cornell U. The keynote address will be presented by Dwight L. Bolinger (Harvard U, emeritus). Abstracts are invited on all topics involving synchronic and diachronic Romance ling. (Papers must not have been previously published or committed for publication.) Deadline for abstracts: Jan 15, 1977. For additional info write: Coords, 7th LSRL, Dept of Mod Langs & Ling, Cornell U, Ithaca NY 14853.

**The 11th Annual TESOL Conv** will be held Apr 26-May 1, 1977 in Miami Beach FL. Interest areas designated for discussion during the conv include app ling, standard Eng as a 2nd dialect, ESL in bilingual and adult ed, ESL for U.S. residents in general, and EFL in foreign countries and for foreign students in the U.S. Special emphasis will be placed on the contributions to TESOL from other disciplines, including ling, psych, sociology, anthro, etc. For further info write: Joan Morley, Eng Lang Inst, U Michigan, Ann Arbor MI 48109.

A joint mtg of the **Conf on the Tchng of FLs** and the **Ohio Mod Lang Tchrs Assn** will be held Apr 14-16, 1977 in Columbus OH. The theme of this year's conf is "Many Learners—Many Styles." Keynote addresses will focus on learning styles and cross-cultural communication. For additional info write: William Clapper, Roanoke City Schs, 526 Coll Ave, Salem VA 24153.

Harvard U's Cte on Medieval Studies, in conjunction with the Harvard Summer Sch, will host the **2nd Biennial Summer Sem in Diplomatic and Paleography: Medieval Ling and Logical Texts** from July 6-Aug 17,

1977. Tuition: none. Financial support: a limited no. of fellowships of up to \$500 will be available to defray living and travel expenses. Deadline for applications: Jan 31, 1977. Request applications forms from: Morton Bloomfield, Chmn, Cte on Medieval Studies, Harvard U, 69 Dunster St, Cambridge MA 02138.

**The 8th World Cong of Sociology** will be held Aug 14-20, 1978 in Uppsala, Sweden. Provisions are currently being drafted for a broad prog of panels and group mtgs on the sociology of lang as part of the Cong format. The prog, sponsored by the Research Cte on Socioling of the Intl Sociological Assn, will afford participation in several areas, including public sessions, interest-group mtgs, and prog sections dealing with lang and intl relations, lang and ethnic interaction, lang and sex, verbal and non-verbal aspects of face-to-face communication, lang and the mass media, the sociology of lang learning and tching, lang planning and socioeconomic dvlpt, etc. At present, suggestions and proposals for the prog may be addressed to: Jonathan Pool, Dept of Poli Sci, SUNY-Stony Brook, Stony Brook NY 11794.

**The 5th Intl Cong of App Ling** has been scheduled for Aug 21-26, 1978. Organized by the Canadian Assn of App Ling and the Intl Assn of App Ling, the mtg will focus on the latest dvlpts in many areas of app ling, including: 1st and 2nd lang learning; psycho-, neuro-, socio-, and contrastive ling; semiology; lexicology; lang planning and policy; bilingualism and multiculturalism; and communication theory. For further info write: Jacques D. Girard, Sec, AILA 1978 Conf, U Montreal, Box 6128, Montreal 101, Canada.

In response to numerous requests, the Organizing Cte of the 12th Intl Cong of Linguists (see *LR* 18 4, p 8) is willing to supplement the "logically-based syntax vs autonomous generative syntax" section mtg with an alternative topic of "theory of syntax" and the "interplay between diachronic and synchronic phonology" section with "theory of phonology." For these supplemental topics *only*, summaries will be accepted until Dec 31, 1978. Request submittal forms from: Linguisten-Kongress Sekretariat, Postfach 35, A-1095 Wien, Austria.

### LSA—from page 1

and ASL" (James Woodward and Susan DeSantis, Gallaudet Coll); "Tongue Twisters" (Joseph J. Kupin, U Connecticut); "A History of the Sanskrit Gerund" (Robert Kantor and Robert Jeffers, Ohio St U).

Attendance at the meeting is open to all interested persons. Registration facilities will be available at the Marriott. All hotel reservations should be made directly through: Philadelphia Marriott, City Line Ave at Monument Rd, Philadelphia PA 19131; (215) 667-0200. Special LSA rates are \$25.00/single, \$31.00/double, and \$15.00/student triple. To qualify for special rates, attendance at the meeting must be specified when making reservations

## book notices

**Black English: A Seminar**, edited by Deborah Sears Harrison and Tom Trabasso. Hillsdale NJ, Lawrence Erlbaum Associates, 1976. xi, 301 pp. \$14.95 [Distributed by Halsted Press, 605 3rd Ave, New York NY 10016.]

A collection of original essays on the lang of black speakers of Eng in the U.S —its political, psychological, and social aspects. Growing out of a seminar held in the fall of 1973 at Princeton U, these essays represent a number of disciplinary approaches, including those of ling, communication, psych, anthro, speech, and socioling, and treat topics ranging from African origins to current social and educational consequences relating to grammatical and phonological aspects of Black Amer Eng speech and lang use. Also included are discussions on the role of lang in reading, listening, speaking, writing, testing, and tching.

**A Comprehensive Annotated Bibliography of American Black English**, by Ila Wales Brasch and Walter Milton Brasch. Baton Rouge, Louisiana St U Press, 1974. xii, 289 pp. \$15.00.

Contains descriptions of more than 1,800 books and other publications on American Black Eng. The *Bib* lists theses, dissertations, research studies, historical analyses, articles in magazines and newspapers, slave narratives, folklore, lit, and other sources. Entries deal with Black Eng as well as with such related topics as pedagogy and Creole and Pidgin langs, and are arranged alphabetically, not topically.

**Japanese Generative Grammar**, edited by Masayoshi Shibatani. (*Syntax and Semantics*, 5.) New York, Academic Press, 1976. xvii, 574pp. \$29.00.

This collection of original essays presents a comprehensive syntactic and semantic analysis of selected major grammatical constructions of Japanese within a generative grammar framework. Topics covered include subject raising, reflexivization (both from a transformational and an interpretive approach), passivization, complementation, nominal compounds, honorifics, etc.

**Word Order and Word Order Change**, edited by Charles N. Li. Austin, U Texas Press, 1975. 462 pp. \$12.50.

The 12 papers in this volume resulted from a Sym on Word Order and Word Order Change held at U Cal-Santa Barbara in 1974. Concerned with both diachronic and synchronic aspects of word order, they cover a broad range of langs, including Amer sign lang, the Uto-Aztec langs, the Niger-Congo langs, the Indo-European langs, the Finno-Ugric langs, and Chinese. Topics covered include the way in which word order typology, and the nature of word order in the base component of a grammar.

**Toward a Linguistic Theory of Speech Acts**, by Jerrold M. Sadock. New York, Academic Press, 1974. xi, 168 pp. \$12.95.

This book discusses both the motivations for and the problems with the performative hypothesis in generative semantics. It attempts to tighten the theory of generative semantics in order to make it empirically testable, and examines the results of such a tightening by exploring the range of illocutionary forces which interrogative- and imperative-form sentences encode and by comparing the view of illocutionary force and prelocutionary effect in this theory with the thinking of analytic philosophers. Aspects treated in depth include performatives and adverbs, embedded performatives, indirect speech acts, the role of transderivational constraints in ling speech-act theory, and the dichotomy between idioms and metaphors.

## grants and fellowships

The Amer Inst of Pakistan Studies has announced its fellowship programs for the 1977-78 academic year. Available in several areas (predoctoral research, professional dvlpmt, library service, and postdoctoral study), fellowships are open to scholars and advanced grad students engaged in research on Pakistan in all fields of the humanities and social sciences. Comparative research on Pakistan and other Muslim countries is especially encouraged. Application deadline for grants (beginning Sept 1977) is Jan 1, 1977. Write: Dir, Amer Inst of Pakistan Studies, 138 Tolentine Hall, Villanova U, Villanova PA 19085.

The Inst of Advanced Studies in the Humanities at U Edinburgh offers an unspecified number of fellowships, with or without stipend, to postdoctoral scholars desiring to undertake advanced research in the humanities, including those areas of interest to linguists such as lit, philosophy, lang, and Scottish studies. Application deadline: Jan 31, 1977. For further info write: Dir, Inst for Advanced Studies in the Humanities, 17 Buccleuch Place, Edinburgh EH8 9LN, Scotland.

### New ERIC Publications

The following publications in the CAL•ERIC/CLL Series are now available from the ERIC Clearinghouse:

No. 35. *1974 ACTFL Bibliography*, edited by David P. Benseler (Washington St U). 196 pp. \$5.00.

No. 36. *American Doctoral Dissertations in Foreign Language Education, 1965-1974: An Annotated Bibliography*, compiled by David Birdsong (Harvard). 56 pp. \$2.50.

Orders for the above publications should be addressed to: User Services, ERIC/CLL, CAL, 1611 N Kent St, Arlington VA 22209. All orders must be accompanied by a check or money order made payable to ERIC/CLL.

### LINGUISTS WANTED—from page 6

mixed with tching of lit. Send letter and vita to: Fred Moramarco, Dir, Sch of Lit, San Diego St U, San Diego CA 92182. Deadline: Dec 1, 1976.

**Columbia U in the City of NY** anticipates an opening in the Dept of Anthro for an **anthropological linguist** specializing in native langs of North and South America, Africa, or Asia, and able to teach socioling and ethnoling. The position will be at the asst prof level and is expected to be available Fall 1977. PhD is a necessary qualification. Minority and women candidates are urged to apply. Send vita and optionally supporting materials such as papers and recommendations to: Ralph Solecki, Chmn, Dept of Anthro, Columbia U, New York NY 10027.

## NEW! FROM LINGUA HOUSE:

A book that shows how to learn a language

### **Language Acquisition Made Practical.**

A fully illustrated, easy (and fun) to use manual that shows **how to learn** another language — any language, anywhere.

A methodology called the Daily Learning Cycle is described, so that the reader knows what to do, step-by-step, every day. This 384-page book will help the reader self-program language learning activities from the first day, and it is loaded with ideas that can lead to full professional competence in a new language. (An optional C-90 cassette tape explicitly demonstrates all activities.)

AT LAST!  
A PRACTICAL, YET FUN,  
"HOW-TO" BOOK ON  
LANGUAGE LEARNING!  
EXCELLENT FOR THE  
INDIVIDUAL LEARNER,  
YET IDEAL FOR  
CLASSROOM USE!



\* "An exciting new manual for language learners."

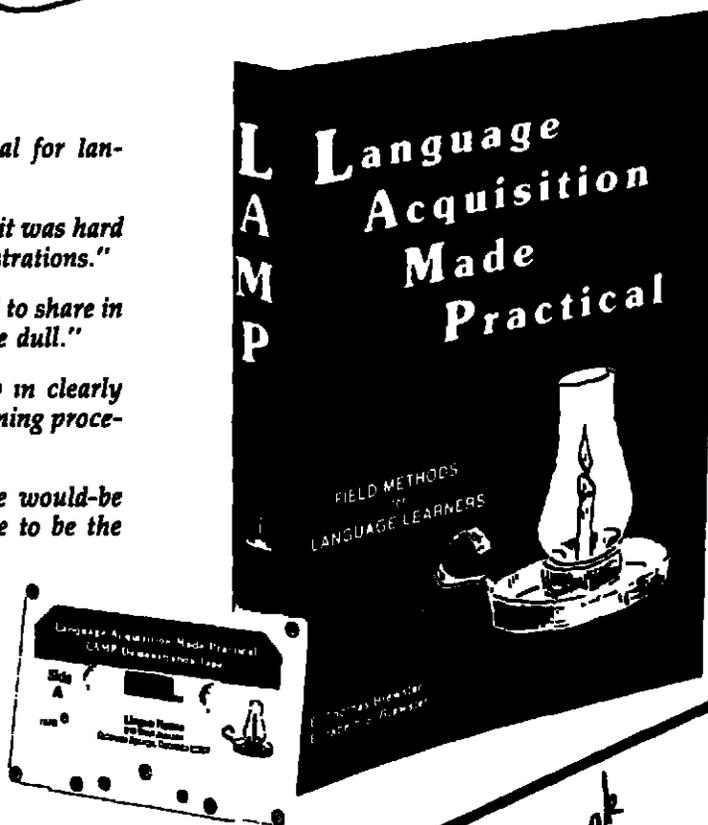
\* "I was so fascinated that it was hard to stop! I love the illustrations."

\* "Not only is it useful, but fun too. I am glad to share in the theory that study does not have to be dull."

\* "The Brewsters have done a masterful job in clearly laying out learner-oriented language learning procedures."

\* "Of all the books produced so far, for the would-be language learner, this would seem to me to be the most practical and useable. It really takes you by the hand and helps you get going."

\* "A very attractive and useful book. From my point of view, LAMP would be ideally suited for linguistic field methods classes, even when the field work is to be carried out in the United States."



### ABOUT THE AUTHORS

Drs. Thomas and Elizabeth Brewster are a husband and wife team who work as linguistic consultants. LAMP rose out of their work at the Toronto Institute of Linguistics and their experience during the last ten years in training over 1300 North Americans to be language learners and communicators in a new culture.

Lingua House • 915 West Jackson  
Colorado Springs, Colorado 80907  
L of C # 75-43377 ISBN 0-916636-00-3

*How to learn <sup>to speak</sup> a language*

Price:

Book . . . \$10.00

(Discount for quantity orders)

Book and C-90 Demo tape . . \$13 00

(These prices, in US dollars, include packaging, handling, and surface postage.)

# Measure their language dominance naturally...with the BILINGUAL SYNTAX MEASURE.



For English/Spanish instruction in grades K-2, ages 4-9.

Now you can use a child's natural speech to determine oral language proficiency so you'll know whether to teach in English or Spanish.

With easy questions and cartoon pictures, the Bilingual Syntax Measure (BSM) encourages a simple conversation with the child. As the child expresses himself freely, BSM shows you how to analyze his or her structural proficiency in English or Spanish.

Then you'll be able to place the child in one of five proficiency levels that indicate in which language to start teaching.

Find out more today about the best way to discover the instruction needs of your bilingual students

It could save you — and them — from learning the hard way.

**Bilingual Syntax Measure**  
The Psychological Corporation

 THE PSYCHOLOGICAL CORPORATION  
757 Third Avenue, New York, N.Y. 10017

YES! I want to be able to measure and place my bilingual students quickly. Please send me details on the BILINGUAL SYNTAX MEASURE.

Name \_\_\_\_\_

Position \_\_\_\_\_

School \_\_\_\_\_

School Address \_\_\_\_\_

City \_\_\_\_\_

State \_\_\_\_\_

Zip LR11 \_\_\_\_\_

ILI—from page 1

lier, UER Scientifique de Luminy); Phonology (François Dell); Semantic and Grammatical Aspects of Teaching Foreign Languages (Henri Bresse, Ecole Natl Scientifique and Cntr de Recherche et d'Etude pour la Diffusion du Français); Problems of Generative Semantics (Giles Fauconnier, Paris 04); Syntax and Semantics (Jean Paul Boons, Paris VIII<sup>e</sup> and CNRS); General Linguistics (Oswald Ducrot); Contrastive Analysis of Verbal Constructions in French and Arabic (Hilmi Ibrahim Amr, BELC); Structure of the Simple Sentence in French (Jean Paul Boons); American, Russian, and French Translation: Survey, Operational Concepts, and Learning Problems (M. Fumpf, Paris VIII<sup>e</sup>); Semantics of Discourse (Benoit de Cornulier); and Verb Syntax (Jean Paul Boons).

This was the fourth in a series of annual Summer Linguistic Institutes organized by the Center for Applied Linguistics to serve the Middle East and North Africa. Although international as well as regional in scope, the Institutes are primarily designed to strengthen the professional infrastructure and stimulate the growth of teaching and resource programs in the host country.

The 1977 Institute will again be held at the Bourguiba Institute in Tunis. Further details on the Institute will appear in the LR as they become available.

*An important new book  
from Newbury House*

## **Bilingual Education**

**An International Sociological  
Perspective.**

*Joshua A. Fishman.* Going beyond its psychological impact on individual students to potential benefits for the entire educational system, Fishman shows our recent enthusiasm for bilingual education is hampered by a narrow and condescending perspective. \$6.95

*To receive your copy promptly ..*

**Newbury House Publishers**  
68-CK Middle Road, Rowley, MA 01969

I enclose \$6.95. Ship my copy of Bilingual Education promptly to

\_\_\_\_\_ Zip \_\_\_\_\_

[Payment must accompany order.]

**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

## COURT ORDERS S. F. LAU MASTER PLAN

On October 22, 1976, the U.S. District Court for the Northern District of California issued a consent decree directing the San Francisco Unified School District, in response to the Supreme Court *Lau v. Nichols* decision, to implement the Master Plan for Bilingual Bicultural Education developed last year by the Center for Applied Linguistics together with the Citizen's Task Force (see LR 16:9, p 1). The plan had been approved by the Board of Education, with modifications, on March 25, 1975, and submitted to the Court on May 30, 1975. The Justice Department had intervened on behalf of the plaintiff in the action leading to the consent decree.

The decree orders the immediate implementation of the Master Plan, specifically requiring bilingual education for the Chinese, Filipino and Spanish language groups in the SFUSD, and other special programs and English as a Second Language for the remaining groups, with the proviso that wherever feasible, the other language groups should receive bilingual instruction.

Specifically, the decree calls for a detailed timetable for implementing the Master Plan, together with annual reports to the Court on the status of the implementation, including information on student assignment, faculty competencies, numbers of students by language group from non-English backgrounds, procedures for determining language ability and classification, and detailed descriptions of the actual programs.

In addition, a Community Council is to be appointed by the SFUSD, charged with the responsibility for assisting in monitoring the implementation of the Master Plan. The school district is directed to provide assistance to the Council in performing its responsibilities.

The Court retains jurisdiction in the case, and the parties may file objections concerning the progress or manner of implementation of the Master Plan. The

SFUSD will have 30 days to respond to any objection.

Copies of the consent decree may be obtained from the Bilingual-Bicultural Ed Div, CAL, 1611 N Kent St, Arlington VA 22209. The Center is currently working with other school districts to assist them in implementing the *Lau v. Nichols* decision. Further information may be obtained by writing to Dr. Rosario Cin-gras, division director, at the above address.

## LSA Summer Linguistic Institute

The East-West Center and U Hawaii will host the 1977 Summer Linguistic Institute of the Linguistic Society of America from July 11-August 18, 1977. The emphases of this, the 47th, LSA Institute will be on linguistic theory; the languages of the Pacific Basin and its Asian perimeter in relation to general linguistic theory; linguistics in relation to other disciplines; and linguistic applications, especially in the areas of language planning, language pedagogy, and bilingual education.

In addition to general course offerings which have been tentatively set (see below), plans call for the inclusion of symposia on teaching Japanese, Japanese sociolinguistics, Japanese syntax and semantics, historical relations of Japanese and Korean, Korean syntax and semantics, Korean phonology, and Austronesian linguistics, as well as 2 colloquia series on language planning and a general series of forum lectures.

### GENERAL COURSE OFFERINGS (preliminary schedule)

**Phonetics and Phonology:** Articulatory Phonetics (Chin-Wu Kim); Experimental Phonetics (Iovanna Condax); Introduction to Phonology (David Stampe); Seminar in Natural Phonology (Gregory Lee). **Syntax, Semantics, and Situation:** Introduction to Morphology and Syntax (Lewis Josephs); Participles and Relative Clauses (Fred W. Householder); Lexicase (Stanley Starosta); Functional Syntax (Susumu Kuno); Linguistic Semantics (James D. McCawley); Pragmatics (Patricia Lee); Lexical Semantics (Charles Fillmore); Natural Semantax (Derek Bickerton); English Conversational Structures (Andrew Pawley); Discourse Structure and Situational Context (Ronald Scollon). **Variation and Change:** Quantitative Analysis of Linguistic Variation (William Labov), Introduction to Pidgins and Creoles (Derek Bickerton); Morphological Change (Gordon Fairbanks); Diachronic Syntax

See LSA—6, Col 1

### Featured Inside . . .

Conferences . . . . .	4, 6-7
Linguists Wanted . . . . .	3
NCES Survey . . . . .	5
New Journals . . . . .	7
View from the Center . . . . .	2

President/Director Rudolph C Troike

Deputy Director John H Hammer  
Associate Director for Programs  
Roger W Shuy  
Administrative Vice President  
A Dudley Ward  
Comptroller Walter P McIntosh

Program Director, Bilingual Education  
Rosano Gingras  
Program Director, Indian Education  
William Leap  
Program Director, International Activities  
Anthony Robson  
Program Director, Information Services/  
ERIC Peter Eddy  
Program Director, Language & Education  
Resources & Service Center  
Allene Grognet  
Program Director, Publications  
Begay B Atkinson  
Program Director, Research Peg Griffin  
Senior Advisors A Hood Roberts, David  
DeCamp, Orlando Taylor

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

Subscription rates \$4 50, \$9 50 (domestic  
first class), \$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 works to promote cooperation between linguistics and other disciplines.

The Linguistic Reporter, a newsletter for all those concerned with linguistics and its application to practical problems, 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, advertising inquiries, and books for review should be directed to the Editor, 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, Professor of Linguistics, U Connecticut, *ex officio*  
Courtney B. Cazden, Professor of Education, Harvard  
John Elmendorf, Senior Program Officer, Academy for Educational Development  
Charles A. Ferguson, Professor of Linguistics, Stanford  
Oscar Garcia, Executive Director, Puerto Rican Legal Defense & Education Fund  
Ara Hilliard, Dean School of Education, San Francisco State U  
Dell H. Hymes, Dean, Graduate School of Education, U Pennsylvania  
Ileu LeHiste, Professor of Linguistics, Ohio State U  
Winfred P. Lehmann, Chairman, Department of Linguistics, U Texas-Austin  
George A. Miller, Professor Rockefeller U  
Arnulfo Oliveira, President Texas Southmost Coll  
Herbert H. Paper, Professor of Linguistics, U Michigan  
Dillon Pietero, Director, Navajo Division of Education, Navajo Nation  
Billy R. Reagan, General Superintendent, Houston Independent School District  
Frank Robbins, Executive Vice President, Summer Institute of Linguistics  
Datus C. Smilth, Consultant, Asia Society  
Malcolm D. Talbot, President, Rutgers U Foundation  
William Turnbull, President, Educational Testing Service  
Gordon B. Turner, Vice President, American Council of Learned Societies  
Jack H. Vaughn, President, Planned Parenthood Federation of America

## The View from the Center

# Toward a Better Way To Teach English



Should ESL be part of bilingual education? The answer is *no*, if by ESL is meant the traditional type of ESL discussed in this space in October (Warning—ESL [Traditional] May Be Hazardous to Children). This answer will undoubtedly come as a surprise to many proponents of bilingual education, for it has become almost a cliché among bilingual educators to say that ESL should be part of a BBE program—a view that has even been incorporated in the *Lau Remedies* document. The position taken here thus suggests that the *Lau Remedies* may not actually have gone far enough.

If not ESL, then what? It is clear that English must be taught, the only question is how. What we need is a better way than ESL has proved to be. In the master plan for bilingual education in the San Francisco school district developed by the Center for Applied Linguistics last year in response to the *Lau* decision (and just ordered by the court), a new instructional approach was recommended to replace ESL in the BBE program. This new approach is based upon what we now know about language and language learning, together with a certain amount of practical experience and common sense. Although it thus far lacks an adequate label—in the San Francisco plan it was called Developmental English Instruction—it might simply be called *second language content* instruction, or SLC.

The essence of SLC instruction is that (1) it is based on the regular curriculum content of the monolingual English school program, and (2) it is carried out by regular classroom teachers who have been given special training in recent methods of second language and cross-cultural teaching (not the out-dated audio-lingual method) appropriate to the age level of the students. Preferably, students are never "pulled out" of the classroom (instruction instead is given on a small-group or individualized basis), and the teacher knows the language of the students and can use it to clarify and explain, to empathize, and to talk with parents—in a word, to communicate. Obviously, this means that the teacher should have more than a quick 120-hour course in the student's language.

Since the *Lau Remedies* require bilingual programs at the elementary level, SLC instruction at this level would normally occur in a bilingual context. However, it would not be isolated, as ESL often is, but would be closely integrated with the native language instructional component. Although a single teacher should handle both English and native-language aspects of a bilingual program, if a separate SLC teacher is used—and this is not recommended—he/she must coordinate instructional content very closely with the bilingual teacher, since the SLC activities would often be built upon concepts previously introduced in the student's native language. Consideration of the student's language is, if anything, even more important at the secondary and adult levels in SLC instruction, where, in ESL instruction, it has typically been ignored.

Language as meaning and language as communication come to the fore in the SLC approach, and vocabulary becomes crucial. But SLC instruction does not make the mistake of some immersion programs, of ignoring structure. Part of learning a second language involves learning its structure, and experience shows that this learning cannot be left to chance, but must be guided. Teachers must therefore still know something about the structure of English, and of their students' language, and why certain learning problems occur. Since part of SLC instruction also involves teaching a second culture, the teacher must know what it is that must be taught, and how it differs from the student's native culture.

The SLC teacher who has students from 20 or more language backgrounds in the same classroom faces a special challenge—indeed, it is just this situation which is most often cited as a justification for ESL apart from bilingual education. However, a modified bilingual program is possible even in this situation, and the Center for Applied Linguistics developed such a program design precisely for this purpose and included it in the San Francisco master plan. Currently, CAL is working with other school districts to help implement this instructional model, which would include SLC instruction as an important component.

Ultimately, the goal should be that *all* teachers would have a course in SLC methods as part of their regular educational training. This will help insure that limited English speaking students at all levels receive the kind of instruction which is most relevant to their needs.

*Rudolph C. Troike*

# linguists wanted

Note. A fee of \$20.00 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 Ling Prog at SUNY-Binghamton** is engaged in a search for an **ESL linguist** to supervise the immediate establishment of an intensive ESL center at the university. Applicants must have substantial exp in TESL, and those with significant grad training in ling will be especially preferred. Duties at first will include tching 3 intensive sections in ESL per semester (including summers), plus coordinating the efforts of drill assts, lab supervisors, and tutors, with the expectation of substituting 1 course in ling for 1 of the ESL sections after the center is running smoothly. Salary: \$1,500 per course, 3 courses per term, and 3 terms per yr. Starting date: Jan 21, 1977 (classes to start Feb 15th). Application deadline: Jan 1, 1977. Send CV to: H. Stephen Straight, Dir, Ling Prog, SUNY, Binghamton NY 13901; (607) 798-2304.

**Rutgers U** will have a vacancy in **Lang Ed** at the asst prof level, beginning Sept 1977. This is a 3-yr appt, and candidates must have the following qualifications: EdD or PhD in lang ed, competence in at least 2 langs (preferably Eng and Spanish), public sch exp, and some publications in lang ed desirable. Duties: instruction in lang ed; prog dvlpt; advisement at the grad level; research, scholarship, and publication; and dissertation conception, guidance, and direction. Salary: \$12,524 and up, depending upon qualifications. Deadline for application: Feb 1, 1977. Send ltr of application and resume to: Maurie Hillson, Chmn, Search Cte, Rutgers U Grad Sch of Ed, New Brunswick NJ 08903.

**Visiting Asst or Assoc Prof, Indiana U.** Initial yr's (12 mos) appt in the Research Cntr for Lang and Semiotic Studies, beginning July 1, 1977, with possible reappt in 1 or more depts of the Coll of Arts and Sciences. Qualifications include an earned doctorate in any semiotic discipline. Salary commensurate with tching exp and publications in semiotics. Responsibilities include tching in the Semiotic Studies Prog, and possibly related dept(s); acting as assoc dir of the prog; helping with the design of curricular materials needed for the prog; and conducting a survey of pertinent resources of the U Library system. Applications will be accepted until Jan 31, 1977. Contact: Thomas A. Sebeok, Research Cntr for Lang and Semiotic Studies, Indiana U, Box 1214, Bloomington IN 47401; (812) 337-6193.

**U Illinois at Urbana-Champaign** is searching for a **Dir of the Div of ESL**. Position will be tenured, either at the prof or assoc prof level, and will start Fall 1977. Salary negotiable. Candidate should have leadership qualities, should have attained some prestige with research within ESL or related fields, and should be aware of new dvlpts in such fields as app ling, ed psych, testing, and area studies. Application deadline: Jan 15, 1977. Address applications to: Henry Kahane, Dept of Ling, U Illinois, Urbana IL 61801; (217) 333-3563.

**U Minnesota** is seeking a **linguist** with specialization and exp in the application of ling to FL tching, for a 3-yr temporary appt as an asst prof in the Dept of Ling, beginning Fall 1977. Candidates must have a PhD and lang tching exp; exp in the use of lang labs, individualized instruction, etc. desirable. Duties will include supervision of a lang tching experimentation and demonstration center and tching general/app ling courses and courses in the description of the lang of specialization. Salary commensurate with exp. Send CV to: Bruce T. Downing, Chmn, Dept of Ling, U Minnesota, 142 Klaeber Ct, 320 16th Ave, SE, Minneapolis MN 55455. Application deadline: Jan 15, 1977.

**U Illinois at Chicago Circle** may have an opening for an **instructor/asst prof** in the Dept of Ling, beginning Fall 1977. Qualifications: PhD or ABD; strong and continuing interest in the tching of (Mandarin) Chinese; sufficient competence to tch in the general ling curriculum and perhaps in the Asian Studies Prog. Send resumes to: Andrew Schiller, Head, Dept of Ling, U Illinois at Chicago Circle, Chicago IL 60680.

**American U in Cairo** needs a **specialist in Arabic** with interests in socioling or cultural anthro, to tch ling and phonetics of Arabic, advanced Arabic grammar, and comparative Eng/Arabic ling. Opening is with the university's MA Prog in Tching Arabic as a FL, and is for a 2-yr appt with furnished housing and roundtrip travel. PhD required as well as postdoctoral tching exp at an accredited Eng-medium coll or university. Send resume to: Dean of Faculties, American U in Cairo, 866 UN Plaza, New York NY 10017.

**U Massachusetts-Amherst** has an opening for a **theoretical linguist** with specialties in historical ling, psycholing, and phonetics. Knowledge of specific lang(s); tching and research exp desirable. This is a 1-yr renewable appt for the coming academic year. Send CV, 3 ltrs of recommendation, and examples of work to: Alan Prince, Recruitment Officer, U Massachusetts, South Coll, Amherst MA 01002. Deadline for application: Feb 1, 1977.

**U Northern Iowa** needs a **TEFL/Ling Specialist**, beginning Aug 1977. Appt is at the asst prof level, with  
*See Linguists Wanted—8, Col 2*

## conferences, seminars, workshops

**The 8th Annual Conference on Applied Linguistics**, sponsored by the English Language Institute of U Michigan, will take place January 28-29, 1977 in Ann Arbor MI. The theme of this year's conference is "Reading and Language Acquisition." Featured speakers include: Wallace Chafe (U California, Berkeley), "Comparisons between Oral and Written Discourse"; Roger W. Shuy (Georgetown and CAL), "What Children's Functional Language Can Tell Us about Reading"; Allison d'Anglejan (U Montreal), "Solving Problems in Deductive Reasoning: A Study of the Performance of Second Language Learners"; and Frank Smith (Ontario Inst for Studies in Ed), "Comprehension and Reading." Registration fee: \$10 00. Write: Joyce Zuck, Chmn, 1977 Applied Ling Conf, ELI, U Michigan, Ann Arbor MI 48109.

**The Berkeley Linguistics Society** will hold its 3rd Annual Meeting February 19-21, 1977. In addition to papers dealing with aspects of general linguistics, the meeting will also focus on American Indian linguistics, with special emphasis on California Indian languages. Abstracts are now being invited; *deadline for submission is January 12, 1976*. Abstracts should not be identified, but should be accompanied by a 3 x 5 card indicating title of paper and name and address to which notice of acceptance or refusal should be sent. Send 8 copies of the abstract to: Berkeley Ling Society, c/o Inst of Human Learning, Bldg T-4, U Cal, Berkeley CA 94720.

The Center for Policy Study at U Chicago will sponsor a **Conference on Language Variety in America and Its Implications for Cultural Pluralism**. To be held April 7-9, 1977, the conference will focus on the following topics: variety in American English, the concept of standard languages, multilingualism, the complexity of the speech act, and teaching and the current implications of language variety. Participants will include John B. Carroll (U North Carolina); Audrey Duckert (U Massachusetts); Robert Hall (Cornell U); Eric Hamp (U Chicago); Einar Haugen (Harvard); Shirley Brice Heath (Winthrop Coll); Archibald A. Hill (U Texas); Wallace Lambert (McGill U); William Moulton (Princeton); Randolph Quirk (U London); Frances Land Uskup (Roosevelt U); H. Rex Wilson (U Western Ontario); Norman Zide (U Chicago). For further information write: Judy C. Ullmann, Asst Dir, Cntr for Policy Study, U Chicago, 5733 University Ave, Chicago IL 60637

"The Bilingual as a Potential Unifier of a Pluralistic Society" is the theme of the **6th Southwest Areal Language and Linguistics Workshop**, scheduled for April 14-16, 1977 at California State U, Long Beach. Topics tentatively proposed for discussion include: American-Indian language experiences; the role of language instruction in bilingual education; Black, Chicano, and Oriental language; dialect research; bilingualism; bi-

lingual-bicultural problems; and bilingual-bicultural universals. For further information contact: Janet B. Sawyer, Ling Prog, CSU, Long Beach CA 90840.

Southern Illinois U at Carbondale will host a **Conference on Frontiers in Language Proficiency and Dominance**, to be held April 21-23, 1977. The conference will have 3 main emphases: Reading Proficiency and Language Proficiency in First and Second Languages in Children and Adults, Language Proficiency and Intelligence, and Assessment of Language Dominance in Bilingual Children. Featured speakers include: John Oller (Southern Illinois U and U New Mexico), "How Important is Language Proficiency to IQ and Other Educational Tests?"; Perry Zirkel (U Hartford), "Emerging Instrumentation for the Assessment of Language Dominance"; Paul Angelis (Texas A&M U), "Language Testing and Intelligence Testing: Friends or Foes?". Other papers are now being solicited. Send title of proposed paper and abstract by January 15, 1977 to: James E. Redden, Dept of Ling, Southern Illinois U, Carbondale IL 62901. The proceedings of the conference will be published.

**The 28th Annual Conference of the Pacific Northwest Council on Foreign Languages** will be held April 22-23, 1977 in Spokane WA. Theme: Imagine Yourself in Your Own Classroom: What Change! Keynote speaker: Dale L. Lange (U Minnesota). Papers are invited in all areas pertaining to foreign languages, including literature, culture, teaching, and linguistics. Papers for the General and Applied Linguistics Section should be sent to: Anthony F. Beltramo, Dept of FLs, U Montana, Missoula MT 59801. Submit papers for the Bilingual-Bicultural Education Section to: Raul Hunt, Rt 7, Box 7250A, Nampa ID 83651. *Deadline for submission: January 14, 1977.*

**The 1st National Symposium on Sign Language Research and Teaching** will be held May 30-June 3, 1977 in Chicago IL. Sponsored by the National Association of the Deaf, the Salk Institute for Biological Studies, the Center on Deafness at California State U-Northridge, and the Linguistics Research Laboratory at Gallaudet Coll, the purpose of the symposium is to provide a forum for the exchange of information on sign language research and teaching and to discuss how a continued exchange between sign language researchers, sign language teachers, and educational researchers may benefit all educational programs for deaf children and adults as well as persons with normal hearing who want to learn sign language. The conference will be limited to natural sign languages, not manual codes representing correct English, etc. Abstracts are now being invited for each of 3 divisions: research, teaching, and utilization. *Deadline: Jan 15, 1977.* Send to: Angela K. Thames, NAD/NSSLRT, 814 Thayer Ave, Silver Spring MD 20910.

# NCES' SURVEY OF LANGUAGES

by Dorothy Waggoner

[Dr. Waggoner is with the National Center for Education Statistics.]

In a comprehensive nationwide study of current language usage in the United States, the National Center for Education Statistics (NCES) has learned that 13% of the U.S. population age 4 and older in July 1975 lives in households in which languages other than English are spoken. One person in 10 both lives in such a household (OL household) and speaks a language other than English either as his/her usual language or second language (OL speaker). Among OL speakers, 1.6 million persons age 4 and older are reported not to speak English at all. Three-quarters of these persons are age 26 and older.

The survey was devised by NCES as the first step in fulfillment of a Congressional mandate, enacted as a part of the amended Bilingual Education Act in 1974, to count the number of limited-English-speaking children and adults from other language backgrounds in the U.S. It was carried out by the Bureau of the Census as a supplement to the July 1975 Current Population Survey (CPS). Data were gathered from a sample of 42,000 households for all household members age 4 and older. All estimates from samples are subject to sampling variation. In this survey, one standard deviation for an estimate of 50,000 for the language characteristics would be +/- 20,000; for an estimate of 25,000,000 it would be +/- 500,000

## PERSONS IN HOUSEHOLDS WHERE LANGUAGES OTHER THAN ENGLISH ARE SPOKEN

An estimated 25.3 million persons age 4 and older live in OL households. Of these, nearly two-fifths live in Spanish-speaking households and half of the school age group from OL households live in Spanish-speaking households. The estimates—in thousands—for OL households by language and by age group are as follows:

	Total	Ages 4-18	Age 19+
Total persons (1000's)	25,344	7,667	17,677
<i>Household language</i>			
Spanish	9,904	3,803	6,100
Italian	2,836	667	2,168
German	2,269	587	1,680
French	2,259	666	1,595
Chinese	534	142	392
Japanese	524	150	374
Greek	488	137	352
Filipino	377	143	234
Portuguese	349	103	246
Korean	246	90	156
Other languages	5,559	1,179	4,380

Note: Columns may not add to totals due to rounding

Of the above group, an estimated 7.7 million people are in households in which the non-English language is the usual or only language spoken. More than three-

fifths of these 7.7 million, or 4.8 million, are in Spanish-speaking households. In addition, Spanish-speaking households have 75% of the school age children who are in households where the non-English language is the usual or only language.

## PERSONS IN HOUSEHOLDS WHERE LANGUAGES OTHER THAN ENGLISH ARE SPOKEN WHO SPEAK LANGUAGES OTHER THAN ENGLISH

An estimated 18.7 million persons age 4 and older live in households where other languages are spoken and speak languages other than English themselves as their usual or second language. Better than two-fifths, or 8.2 million, of these persons speak Spanish. The estimated totals of persons who speak languages other than English either as their usual or second language in households where other languages are spoken by language and age-group are the following:

	Total	Ages 4-18	Age 19+
Total persons (1000's)	18,719	4,209	14,511
<i>Individual language</i>			
Spanish	8,243	2,901	5,340
Italian	1,879	152	1,726
French	1,452	199	1,252
German	1,389	138	1,250
Chinese	475	110	364
Greek	384	79	305
Japanese	372	.	322
Filipino	317	97	218
Portuguese	279	64	215
Korean	182	54	128
Other languages	3,748	358	3,389

\* Less than an estimated 50,000 persons

Note: Columns may not add to totals due to rounding

## DATA BASED ON THE CONCEPTS OF ETHNICITY OR MOTHER TONGUE COMPARED WITH DATA BASED ON THE CONCEPTS OF CURRENT LANGUAGE ENVIRONMENT AND USAGE

The data previously available to estimate potential need for special programs such as bilingual education were based solely upon the concepts of ethnic heritage or mother tongue. The new data, in accordance with the definition of the bilingual education target group contained in the amended Act, are based upon language environment, current language usage, and place of birth. The survey of languages includes both kinds of data for the population age 14 and older. By combining them, it is possible to study the language environment and current language usage of the persons 14 and older who identify themselves as members of certain ethnic groups or who claim certain non-English mother tongues. Ethnic groups and mother tongue claimant groups vary greatly in the proportions that currently speak the ethnic language or the mother tongue as their usual language. Among ethnic groups, those identifying themselves as Korean have the highest percentage of such persons—47%. Among non-English mother tongue claimants, three-fifths of persons reported to come from homes in which Chinese languages were spoken when they were children still speak a Chinese language as their usual language.

See NCES—8, Col 1

## LSA—from page 1

(Roderick Jacobs); Biological and Social Factors in Linguistic Evolution (William Labov and William S-Y. Wang). **Method and Metatheory:** Field Methods (Laurence C. Thompson); Introduction to Linguistic Anthropology (Ward Goodenough); Defining and Arguing in Linguistics (Fred Householder); Introduction to Pāṇini (Rama Nath Sharma); Linguistics and the Design of Programming Languages (Robert Hsu). **Language and Mind:** Introduction to Children's Speech (Ann Peters and Michael Forman); Cognitive Development (John Flavell); Development of Children's Discourse (Susan Ervin-Tripp); Introduction to Neurolinguistics (H.A. Whitaker); Seminar in Neurolinguistics (H.A. Whitaker); Speech Formulas (Charles and Lily Wong Fillmore); The Representation of Information in Human Memory (Donald Norman); Structure and Processing of American Sign Language (Susan Fischer). **The Linguistics of Specific Languages or Language Families/East Asian:** Historical Chinese Phonology (Fang-Kuei Li); Topics in Chinese Syntax and Semantics (Ying-che Li); Chinese Dialects (William S-Y Wang); Seminar on Comparison of Chinese and Japanese (Robert Cheng); Structure of Japanese (Masayoshi Shibatani); Topics in Japanese Syntax and Semantics (Noriko McCawley); Japanese Sentence Patterns (Susumu Kuno); Language and Culture of Japan (Hajime Nakamura and Agnes Niyekawa-Howard); Japanese-English Comparative Vocabulary (James D. McCawley); The Sociolinguistics of Japanese (Eleanor Jordan); Discourse Structure of Japanese (John Hinds); Classical Japanese (Gerald Mathias); Old Japanese (J Marshall Unger); History and Pre-history of the Japanese Language (Samuel Martin); Korean Phonology (Chin-Wu Kim); Korean Syntax and Semantics (Ho-min Sohn); Korean Historical Linguistics (Ki-Moon Lee); Introduction to Altaic Linguistics (Ki-Moon Lee); Structure of Classical Tibetan and Burmese (Anatole Lyovin and Haig D Roon). **Southeast Asian:** Contrastive Analysis of Southeast Asian Languages (Nhuyen-Dang Liem); Structure of Thai (Thomas W. Gething). **Comparative Tai** (Fang-Kuei Li). **Austronesian:** Structure of Polynesian (Irwin Howard); Structure of Fijian (Albert Schütz); Structure of Indonesian (Soen-jono Dardjowidjojo); Structure of Philippine Languages (Lawrence Reid and Teresita Ramos); Formosan Syntax (Stanley Starosta); Proto-Austronesian Phonology (Robert Blust); Proto-Austronesian Syntax (Andrew W. Pawley and Lawrence Reid); Proto-Oceanic (George Grace and Andrew W. Pawley); Workshop in Proto-Micronesian (Ward Goodenough). **English:** English Phonology (Robert Krohn); English Syntax (William Ritchie); Topics in English Syntax (Roderick Jacobs). **Language Pedagogy:** Methodology in Teaching Japanese as a Second Language (Eleanor Jordan); Teaching English as a Second Language (Charles Blatchford); English as an International Auxiliary Language (Mark Lester and Larry Smith); Drama and ESL (Richard Via); Language Learning (Earl Stevick); Unconventional Approaches to the Learning and Teaching of Foreign Languages (Earl Stevick); Materials Selection and Adaptation (Ruth Crymes et

## meetings and conferences

- Jan 4-7. Intl Assn of Tchrs of EFL, 9th Oxford, England  
Jan 22 Ann Mtg of the Dutch Ling Society Amsterdam, The Netherlands  
Jan 27-Feb 2 Australasian Universities Lang & Lit Assn Wellington, New Zealand  
\*Jan 28-29 Annual Conf on App Ling, 8th Ann Arbor MI. [See LR 19 3, p4]  
Feb 7-12. Cong de Profesores de Segunda Lengua de los Paises del Convenio "Andres Bello," 1st Trujillo, Peru  
Feb 11-13 Los Angeles 2nd Lang Research Forum, 1st Los Angeles CA  
\*Feb 19-21 Berkeley Ling Society, 3rd Berkeley CA [See LR 19 3, p4]  
Feb 20-26 Amer Assn for the Adv of Sci, 143rd Denver CO  
Mar 10-12 Interdisciplinary Conf on Approaches to the Lexicon Louisville KY  
Mar 11-12 Secondary Sch Eng Conf Seattle WA  
Mar 11-13. Annual Conf on Ling, 22nd Worcester MA  
Mar 17-19. Georgetown Round Table on Lang & Ling, 28th Washington DC  
\*Mar 18-19 Annual U Wisconsin-Milwaukee Ling Sym, 6th. Milwaukee WI (Write Fred Eckman, Dept of Ling, U Wisconsin-Milwaukee, Milwaukee WI 53201)  
Mar 24-26 Conf on Eng Ed Knoxville TN  
Mar 24-26 SE Conf on Ling, 16th Greensboro NC  
Mar 25-27 Assn of Tchrs of Japanese New York NY  
Mar 25-27 Assn for Asian Studies, 29th. New York NY  
Mar 25-27. CATESOL Conf, 6th San Diego CA  
Mar 29-31 Ann Mtg of the Ling Assn of Gt Britain Birmingham, England  
Mar 31-Apr 2 Conf on Coll Comp & Comm Kansas City MO  
Mar 31-Apr 2 College Eng Assn San Antonio TX  
Apr 1-3 Conf on African Ling, 8th Los Angeles CA  
Apr 3-7 Amer Ed Research Assn New York NY  
\*Apr 7-9 Conf on Lang Variety in America and Its Implications for Cultural Pluralism Chicago IL [See LR 19 3, p4]  
Apr 10-15 Assn for Childhood Ed Intl. Minneapolis MN  
Apr 11-15 Council for Exceptional Children, 55th Kansas City MO  
Apr 14-16 SW Areal Lang & Ling Workshop, 6th Long Beach CA  
Apr 14-16. Cntral Sts Conf on the Tchng of FLs Columbus OH  
Apr 14-17 Chicago Ling Society, 13th. Chicago IL  
Apr 18-22 Intl Conf on Islam Jerusalem, Israel  
\*Apr 21-23 Conf on Frontiers in Lang Proficiency and Dominance Carbondale IL [See LR 19 3, p4]  
\*Apr 22-23 Pacific NW Council on FLs, 28th Spokane WA [See LR 19 3, p4]  
Apr 22-24 Natl Conf on Lang Arts in the Elem Sch

al); Sociolinguistics of Bilingual Education (Joshua Fishman); Second Language Acquisition and Education (Lily Wong Fillmore) **Language Planning:** Introduction to Language Planning (Joan Rubin); Introduction to Sociolinguistics for Language Planners (John Gumperz); Language, Communication, and Socio-economic Processes (John Gumperz); Language Policy, Planning, and Political Processes (Joshua Fishman); Language Planning and Other Types of Correction Systems (Jifi Neustupny); Language Planning, Linguistics, and Language Change (Jifi Neustupny);

## meetings and conferences

### Phoenix AZ

Apr 25-26 N Amer Conf on Afro-Asiatic Ling, 5th Ithaca NY

Apr 26-May 1 TESOL Conv, 11th Miami Beach FL

Apr 28-30. U Kentucky FL Conf. Lexington KY

May 3-6 Intl Reading Assn, 22nd Miami Beach FL

May 24-27 Natl Assn for Foreign Student Affairs, 29th New Orleans LA

\* May 30-June 3 Natl Sym on Sign Lang Research & Tchng Chicago IL [See LR 19 3, p4]

\* June 27-30 Intl Sym on Ed Testing, 3rd Leyden, The Netherlands (Write: Intl Organizing Cntr, B V, P O Box 5807, The Hague, The Netherlands)

July-Aug Salzburg Intl Summer Sch in Ling Salzburg, Austria

July 4-9, Intl Cong of Acoustics Madrid, Spain

Aug 7-14 World Cong of Jewish Studies, 7th Jerusalem, Israel

Aug 13-16 Amer Assn of Tchrs of Spanish & Portuguese Madrid, Spain.

Aug 15-18 Intl Cong of Logopedics & Phoniatrics Copenhagen, Denmark

\* Aug 22-26. Vienna Sym on Semiotics, 3rd Vienna, Austria. (Write: Inst fur Sprachwissenschaft der U Wien, Imbergstrasse 2, A-5020 Wien, Austria)

Aug 22-26 Intl Conf on Historical Ling, 3rd Hamburg, West Germany

Aug 26-29 Ling Society of Australia Melbourne, Australia

Aug 29-31. App Ling Assn of Australia. Melbourne, Australia

Aug 29-Sept 2 Australian & New Zealand Assn for the Advancement of Science Melbourne, Australia

Aug 29-Sept 2 Intl Cong of Linguists, 12th Vienna, Austria.

Sept 26-30. NATO Sym on Lang, Interpretation & Communication Venice, Italy.

Nov 6-8 Ling Assn of Gt Britain. London, England.

### 1978

\* Mar 27-Apr 1 Cong on Lang Learning Lucerne, Switzerland (Write 1978 Cong on Lang Learning, Cong Office, c/o Eurocentres, Seestrasse 247, CH-8083 Zurich, Switzerland)

Aug. Intl Conf on Methods in Dialectology, 3rd. London Ont, Canada

Apr 3-7 Intl Sym on the Use of Computers in Ling & Lit Research, 5th Birmingham, England.

Aug 14-20 World Cong of Sociology, 9th Uppsala, Sweden

Aug 21-26 Intl Cong of App Ling, 5th Montreal, Canada

\* Indicates 1st listing for conf. Complete details on all other items will be found in previous issues (primarily the Sept/Oct LR)

Research Methods/Survey Techniques (Robert Cooper); Research Methods/Collection and Analysis of Quantitative Data (Robert Cooper); Techniques of Implementation (Bjorn Jernudd).

The Institute is part of the U Hawaii-Manoa Summer Session, and admission is open to all graduates of or students at accredited U.S. colleges or universities. Persons planning to attend the Institute should request application forms for the 1977 Summer Session from: Admissions and Records Office, 2444 Dole St, Honolulu HI 96822.

Tuition will average \$185.00 for Hawaii residents, \$275 for non-residents. Housing, with meals, should range from \$279.00 to \$290.50 (based on double occupancy). Housing information is available from: Student Housing Office, U Hawaii, Johnson Hall, A Basement, 2555 Dole St, Honolulu HI 96822

A limited amount of financial aid is also available, generally covering tuition and some travel and subsistence costs. Awards are open only to students who have not completed their professional training, and applications should state how the courses the applicants plan to take relate to their professional development and career goals. Deadline for application: February 11, 1977. Request application forms and additional information from: Secretariat, Linguistic Society of America, 1611 N Kent St, Arlington VA 22209

Further information on the Institute itself may be obtained from: Byron W Bender, Dir, 1977 Ling Inst, Dept of Ling, U Hawaii, 1890 East-West Rd, Honolulu HI 96822

## new journals

**CUNYForum.** Published by Queens College Press and the PhD Program in Linguistics, Graduate Center, City University of New York Semi-annually. First issue. Fall 1976 Editor Robert Vago Subscription \$5.00 per year, \$3.00 per issue All correspondence to Robert Vago, Editor CUNYForum, PhD Prog in Ling, Grad Cntr, CUNY, 33 W 42nd St, New York NY 10036

Basically these are working papers on all aspects of linguistics, especially theoretical linguistics, first and second language acquisition, and psycholinguistics. Contributions represent the current research of the faculty and students of the Program, but non-CUNY authors are also invited to send their manuscripts to the Editor. Publication in CUNYForum does not preclude subsequent publication elsewhere

**The Journal of Creole Studies.** Published by De Sikkel N V 2 per year First issue October 1976 Editor Ian F Hancock Subscription \$12.00 individual, \$22.00 institutional Editorial correspondence to: Ian F Hancock, Editor, Journal of Creole Studies, Parlin Hall 110, U Texas-Austin, Austin TX 78712 Subscription correspondence to Journal of Creole Studies, De Sikkel Publishers, 222 Kapelestraat, B-2080 Kapellen, Belgium

Contains research articles dealing with the cultural and historical as well as the linguistic aspects of creole studies. Topics or languages focused on in early issues will include Papiamentu, unpublished Creole sources, Indian Ocean French Creoles, creolization processes, Swahili-based urban creoles, and Surinam Creole. Contributions are welcome

**The Quarterly Newsletter of the Institute for Comparative Human Development.** Published by Rockefeller U Quarterly First issue September 1976 Editors William S Hall and Michael Cole Subscriptions \$3.00 All correspondence to: Inst for Comparative Human Dvlpt, Box 300, Rockefeller U, 1230 York Ave, New York NY 10021

This newsletter, which is interdisciplinary in focus, is designed to serve as a pertinent source of information for scholars interested in problems of population differences in cognitive performance. It reflects much of the fundamental orientation of the Institute itself, which has as a major function the training of professionals in basic, comparative research techniques from psychology, anthropology, linguistics, and sociology which are relevant to issues in cognition. The format currently provides for short articles and an annotated bibliography

# JOB OPPORTUNITIES AT OCR

HEW's Office of Civil Rights (OCR) is currently seeking to fill a significant number of permanent and temporary positions within its 10 regional offices. OCR is responsible for assuring compliance with various civil rights laws and executive orders which prohibit recipients of Federal monies from discriminating on the basis of race, ethnicity, religion, sex, or handicap. The Office assures compliance primarily through investigation of complaints and conducting compliance reviews in such institutions as elementary and secondary schools, colleges and universities, and health and social service agencies

The majority of positions available are located in the Dallas, Chicago, and San Francisco regional offices and are professional positions for Equal Opportunity Specialists at grade levels 5, 7, 9, and 11. Additional information is available from Gary Arnold, OCR, 330 Independence Ave, SW, Washington DC 20201. (Individuals are urged to include a note specifying how they learned of the employment opportunity with their application )

## NCES—from page 5

Mother Tongue	% Who Usually Speak The Mother Tongue As Usual Language
Chinese	60%
Spanish	56%
Korean	54%
Filipino	40%
Portuguese	40%
Greek	32%
Japanese	29%
French	22%
Italian	22%
German	8%

### USE OF THE SURVEY OF LANGUAGES DATA

Data from the July 1975 survey provided the estimates of the size of the group with potential need for bilingual education and were incorporated into the first report of the U S Commissioner of Education on the Condition of Bilingual Education in the Nation required by the amended Bilingual Education Act. Some of the findings, including those summarized above, were presented at the Fifth Annual International Bilingual Education Conference in San Antonio in May 1976. In addition, NCES' Bilingual Studies Group is preparing a series of publications based on these data as a contribution to the further understanding of the

special needs of language minority groups in the U.S.

### THE SURVEY OF INCOME AND EDUCATION (SIE)

For the principal response to the Congressional mandate, NCES designed a more comprehensive set of questions incorporating the measure of English language proficiency (MELP) which was developed for NCES by the Center for Applied Linguistics last year. The questions on the language background and current usage and the MELP were asked by the Bureau of the Census of approximately 160,000 households during the period from April to June 1976 as a part of the Survey of Income and Education (SIE). Study of those data will yield national and state estimates of the number of children and adults "with difficulty speaking and understanding instruction in the English language," a subset of the total group from language backgrounds other than English. This analysis will not be completed until late summer 1977.

### LINGUISTS WANTED—from page 3

salary competitive. Duties: tch. undergrad and grad courses in TEFL, structure of Eng, transformational grammar, problems in Eng grammar, history of Eng, and lang and culture; supervise practicing TEFL students; assist in student career placement; and conduct research in TESL/ling. Requirements. PhD, with primary emphases in TEFL, EFL, and app ling; minimum of 1 yr full-time tching of TEFL or EFL, preferably in intl setting; exp in developing and administering TEFL/EFL prog; familiarity with psycholing, socioling, and current methods of TESL; active engagement in ling research and publication. Deadline for applications: Jan 31, 1977. Apply to: Jan C. Robbins, Head, Dept of Eng Lang & Lit, 117 Baker, U Northern Iowa, Cedar Falls IA 50613

The Div of ESL, U Illinois at Urbana-Champaign is accepting applications for tching/research appts at the Tehran U Lang Cntr. The internships are primarily part of a UIUC Grad Prog, open to students with BA/BS degrees, leading to a MATESL degree, but they are also open to post-MA students working on doctorates in related fields. Overseas tching exp preferred, but not required. Transportation (appointees only), stipends, and benefits included. Personal interviews will be conducted at UIUC in March. Accepted applicants will take part in a summer orientation prog at Illinois before leaving for Iran. Application deadline Feb 1, 1977. Write: Dir of Progs, Div of ESL, U Illinois at Urbana-Champaign, 3070 FL Bldg, Urbana IL 61801.

## 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

Dick Tucker

Volume 19

JANUARY  
1977

Number 4

# The *Linguistic* REPORTER

a newsletter in applied linguistics

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

## INDOCHINESE REFUGEE ED BILL STILL NEEDS FUNDING

On September 10, 1976, President Ford signed PL94-405, providing for Federal assistance to local and state education agencies in the education of Indochinese refugees. For the purposes of this legislation, assistance would be extended for the education of Vietnamese, Cambodian, and Laotian refugees.

Title II of this law may be seen as a continuation of PL94-23, The Indochina Migration and Refugee Assistance Act of 1975, and would entitle LEAs to the following assistance: \$300.00 per child for the first 100 Indochinese refugee children enrolled in both public and private schools under the agency's jurisdiction and \$600.00 per child in districts where there are 100 or more such students or where they make up more than one percent of the total enrollment of the district. Title III, on the other hand, provides authorization for a program of grants to state and local education agencies for the operation of special adult education programs for refugees. As specified, such grants would be used for (1) basic instructional programs in reading, mathematics, or in the development of essential skills; (2) administrative costs for such programs; (3) guidance, counseling, and other educational support services; and (4) special projects designed to develop occupational and related skills.

Administration of the above would be undertaken, upon Congressional appropriation of relevant funding, by the U.S. Office of Education. At press time, no money had been appropriated yet, but Congress was expected to include funding for the program in a supplemental appropriation scheduled for action soon after Congress reconvenes. USOE Commissioner Edward Aguirre has reportedly recommended an appropriation of \$18 million under Title II and \$18 million under Title III. Further details will appear in a future issue of the LR.

## Fulbright-Hays Program in Its 31st Year

For 30 years the Fulbright-Hays program has provided opportunities for university lecturing and advanced research abroad. Recently, 450-500 awards per year have been made to American scholars and other professionals, with about 40 of these going to specialists in linguistics and English as a foreign language. The program also includes awards to foreign scholars for lecturing and advanced research at U.S. institutions.

Announcement of awards available for 1978-79 will be available in March 1977. The general composition of the program, involving more than 70 countries, is expected to be similar to that of recent years (see LR 18:6, p4). Among the 1976-77 grants, 43 awards in linguistics and TEFL were made to American scholars in Eastern Europe (21), Western Europe (6), Africa and the Middle East (11), Asia and the Pacific (3), and

See Fulbright-Hays—7, Col. 2

*Editor's Note: The editorial reprinted below appeared in the November 22, 1976 issue of the New York Times. It is followed by a letter of rebuttal from Dr. Joshua A. Fishman which was originally submitted to the Times' Letters to the Editor column but not published.*

## Bilingual Danger

The disconcerting strength gathered by separatism in Canada contains a relevant lesson for the United States and its approach to bilingual education. While language is by no means the only factor in the Canadian discord, there can be no question that the linguistic division between French- and English-speaking Canadians has severely intensified their other differences.

It would be ludicrous distortion to suggest that the United States confronts any danger of actual political separatism as a result of the possible growth of Spanish-speaking enclaves. But it is no exaggeration to warn that the present encouragement given to making such enclaves permanent, in the mistaken view that they are an expression of positive pluralism, points

See Editorial—7, Col. 1

### Featured Inside . . .

Book Notices . . . . .	9
Conferences . . . . .	4-5, 8
Linguists Wanted . . . . .	6
News Briefs . . . . .	5
View from the Center . . . . .	2

The Center for Applied Linguistics has extended the deadline for its Logo Contest (see LR 19:1, p1) until March 31, 1976. Entries should still be submitted to: Rudolph C. Troike, Dir, CAL, 1611 N Kent St, Arlington VA 22209.

President/Director Rudolph C Troike

Deputy Director John H Hammer  
Associate Director for Programs  
Roger W Shuy  
Administrative Vice President  
A Dudley Ward  
Comptroller Walter P McIntosh

Program Director, Bilingual Education  
Rosario Gingras  
Program Director, Indian Education  
William Leap  
Program Director, International Activities  
Anthony Robson  
Program Director, Information Services/  
ERIC Peter Eddy  
Program Director, Language & Education  
Resources & Service Center  
Allene Grognet  
Program Director, Publications  
Begay B Atkinson  
Program Director, Research Peg Griffin  
Senior Advisors A Hood Roberts, David  
DeCamp, Orlando Taylor

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

Subscription rates \$4 50, \$9 50 (domestic  
first class), \$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 works to promote cooperation between linguistics and other disciplines.

The Linguistic Reporter, a newsletter for all those concerned with linguistics and its application to practical problems, 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, advertising inquiries, and books for review should be directed to the Editor, *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.

**Board of Trustees**

Arthur S Abramson, Professor of Linguistics, U Connecticut, *ex officio*  
Courtney B Cazden, Professor of Education, Harvard  
John Elmendorf, Senior Program Officer, Academy for Educational Development  
Charles A Ferguson, Professor of Linguistics, Stanford  
Oscar Garcia, Executive Director, Puerto Rican Legal Defense & Education Fund  
Asa Hillard, Dean, School of Education, San Francisco State U  
Dell H Hymes, Dean, Graduate School of Education, U Pennsylvania  
Ira Lehiste, Professor of Linguistics, Ohio State U  
Winifred P Lehmann, Chairman, Department of Linguistics, U Texas-Austin  
George A Miller, Professor, Rockefeller U  
Arnulfo Oliveira, President, Texas Southmost Coll  
Herbert H Paper, Professor of Linguistics, U Michigan  
Dillon Platero, Director, Navajo Division of Education, Navajo Nation  
Billy R Reagan, General Superintendent, Houston Independent School District  
Frank Robbins, Executive Vice President, Summer Institute of Linguistics  
Datus C Smith, Consultant, Asia Society  
Malcolm D Talbot, President, Rutgers U Foundation  
William Turnbull, President, Educational Testing Service  
Gordon B Turner, Vice President, American Council of Learned Societies  
Jack H Vaughn, President, Planned Parenthood Federation of America

## The View from the Center

# What's In a Name?



At a meeting of the Georgetown University Round Table several years ago, the leading U.S. scholar in the study of varieties of American English, Raven I. McDavid, Jr., made a strong plea for linguists to avoid the use of the term *dialect* in their speeches and writings, and recommended that the term *variety* be used instead. It has been the policy of the Center for Applied Linguistics for several years now to follow this practice, but there needs to be wider understanding in the profession of the reasons for adopting this change.

One of the most basic contributions which linguistics has made to our understanding of language is the concept of linguistic relativity—an extension of the concept of cultural relativity, which is central to the discipline of anthropology. The fundamental notion in this concept is that a language is, and should be, what its users make it, and not what some external source of "authority" believes it ought to be. The linguistic literature is replete with scholarly discourses on the subject, and attacks ranging from disparagement to denunciation of language academies and uninformed purists who naively attempt to legislate or dictate how a language should be used.

It is therefore ironic that linguists have violated their own most cherished principles by taking a term which had a well-established popular meaning, assigning a technical meaning to it, and then insisting that the general public should accept the new meaning (or at least not be confused by it). The confusion is further compounded by the common tendency to derive the adjectival form as *dialectical* rather than *dialectal*. The need to explain continually that *dialect* really doesn't mean what everyone uses it to mean, and that the linguist is not using it pejoratively, would be entirely avoided by the use of the term *variety*.

The term *linguist* itself is one which has caused endless confusion, and for the same reason: flouting the principle that language is made by its users. The public has yet to adopt the proposed substitute *polyglot* for its well-established understanding of the meaning of *linguist*, and our own understanding of the nature and history of language suggests that it is unlikely that this will ever come to pass. Some linguists, in fact, after being asked for the umpteenth time how many languages they speak when identifying their occupation at cocktail parties and other social occasions, have in self defense taken to avoiding disclosure of their actual vocation. Perhaps it is time to practice what we preach, and begin applying some language planning closer to home. Can we find an acceptable substitute for *linguist*?

*Rudolph C. Troike*

## Stanford Phonology Archive Invites Retrieval Requests

The Stanford Phonology Archive is an NSF-sponsored project whose goal is to compile a computer-accessible file of phonetic and phonological information based on an areally and genetically balanced sample of 200 languages (including the 11 most widely spoken languages in the world). Operationally, the Archive staff analyzes, encodes, and computerizes information found in published phonetic and/or phonological descriptions, so that data from different languages can be accurately and meaningfully compared. The project, which began in 1971, is currently in its final compilation and formalization stages.

One of the Archive's major functions is to provide a usable information retrieval service to members of the linguistic community. Some of the topics which compose the Archive's data base include: specific phonetic segments and/or phonological processes (or classes of segments or processes); the frequency or areal distribution of segments or processes; systems of phonemic contrasts for classes of segments (such as tones, nasal consonants, oral vowels); patterns of segment alternations (allophonic or morphophonemic); the effects of specific segments in proximate conditioning environments; phonotactic constraints in various word and syllable positions; descriptions of stress-accent systems or syllable structure.

Extensive use has been made of the Archive's data base, and some sample requests submitted and answered include:

- Are assimilation rules primarily preservative (progressive) or anticipatory (regressive)?
- What are the phonotactic constraints on word and syllable-initial consonants?
- How is the distribution of front rounded vowels limited areally?
- Does every language which has rising tones also have at least one falling tone?
- Do nasalized vowels tend to be more mid in height than corresponding oral vowels (i.e., lowered if high, raised if non-high)?
- In stop systems with a voicing contrast, which segments are more frequently missing from a complete phonemic paradigm?
- What is the most common environment for the voicing of voiceless obstruents; for the spirantization of stops; for shifts in point of articulation; for vowel backing or fronting; for nasalization?

All retrieval services are currently performed free of charge upon request. The Archive staff, however, places the following limitations on its capacities: (1) since they are still in the process of refining and evaluating material, some of the information in the Archive is still in "draft form"; (2) the Archive contains no syntactic, lexical, or textual data for any language; (3) the Archive is completely synchronic; (4) although most correspondence is answered as it is received, there may be occasional delays in processing.

The specific fields of data available for searching

Paul Pimsleur, noted linguist and professor of French, died in Paris June 22, 1976 of a heart attack. At the time of his death, Dr. Pimsleur was a member of the faculty at the Sorbonne.

Dr. Pimsleur, who was born in 1927 in New York City, received his BA from the City University of New York and his MA and PhD from Columbia. In his varied career, Dr. Pimsleur taught French at UCLA; directed the Listening Center at Ohio State U; and taught courses in modern languages, statistics, the psychology of language learning, and testing at various institutions; as well as serving as visiting professor at U Hawaii, Heidelberg U, and the Sorbonne. Some of his more recent publications include *Le Pont Sonore: Une méthode pour comprendre le français parlé*, *The Psychology of Second Language Learning*, and *Encounters: A Basic Reader*.

Research was also an important factor in his professional life, and at the time of his death he had been involved in investigations of the development of a bilingual syntax measure for French, an analysis of listening comprehension as part of second language acquisition, and the effect of modality endowment/preference in foreign language learning.

His contributions were invaluable, and he will be missed by all who knew him.

are described in greater detail in a publication entitled *A Reference Manual and User's Guide for the Stanford Phonology Archive*. Copies are available for \$5.00 from: Dept of Ling, Stanford U, Stanford CA 94305.

### NIE FUNDS READING CENTER

The National Institute of Education (NIE) has announced the award of a \$3.4 million contract to U Illinois to establish a Center for the Study of Reading. The Center, under the direction of Richard C. Anderson, will first concentrate on summarizing existing knowledge about key problems in reading comprehension, and will then focus its energies on: (1) acquiring better knowledge about the processes involved in reading comprehension; (2) designing reading comprehension tests that will indicate the specific kinds of instruction needed by individual students; (3) developing theories and plans that will help NIE focus the efforts of scientists on the problems of improving reading instruction; (4) analyzing current practices in early reading instruction to find ways of easing the child's transition to the more intellectually demanding work of the middle grades; (5) producing a series of reports presenting the educational implications of policy decisions being considered by executive, legislative, and judicial bodies at all levels of government; and (6) developing teacher training materials which incorporate recent research findings about comprehension processes.

## LANGUAGE INTERN PROGRAM PART OF NSA'S ACTIVITIES

The Language Career Panel of the National Security Agency (NSA) conducts a language intern program which is available to a limited number of qualified graduates holding bachelors' degrees. Presently, the program involves 22 languages with space for up to 21 interns in any given language. The purpose of the program is to produce professionals in the language analysis field through a combination of formal training in language and related fields and practical applications. The program is motivated by NSA's need to augment its own work force as well as replace senior language analysts who will be retiring within the next few years.

The program involves training at the intermediate-advanced level in a language already familiar to the intern or at the basic-intermediate level in a new language. Many language courses are taught at the National Cryptologic School, although some interns have attended the Defense Language Institute in California; the Foreign Service Institute; other government agency language schools; various universities; and, occasionally, some institution abroad. Interns also take basic courses in analysis, computer concepts, communications theory, and report writing. Area studies and linguistics courses are also available to interns with little or no training in these areas.

In addition to the above training, during their assignment to the Language Career Panel interns will be exposed to all uses of their language at NSA. This usually entails a series of rotational tours, generally of 6 months' duration, to a variety of areas for the purpose of gaining practical experience in translation, analysis and report writing, transcription, and cryptolinguistics. Some opportunity may also be provided for teaching tours at the National Cryptologic School or other assignments with another government agency.

The basic length of internship is 3 years for someone already proficient in his chosen language and approximately 4 years for interns who must also receive basic language training. Upon completion of the program, interns will receive permanent assignment to an operational element at NSA, with assignment based on the interns' interests and abilities as well as agency needs. For further information write: Robert G. Cullen, Exec, Lang Career Panel, NSA, Ft George Meade MD 20755.

The *Federal Register*, Vol 41, No 240, pp 54227-54228, contains closing dates and application procedures for programs authorized under Title VI of the National Defense Education Act—Graduate and Undergraduate International Studies Programs, International Studies Centers, and Modern Foreign Language and Area Studies Grants Deadline January 31, 1977. Program information and application forms are also available from: Intl Studies Branch, Div of Intl Ed, Bureau of Postsecondary Ed, U.S. Office of Ed, Rm 3671, 7th & D Sts, SW, Washington DC 20202.

## meetings and conferences

- Feb 7-12. Cong de Profesores de Segunda Lengua de los Paises del Convenio "Andres Bello," 1st Trujillo, Peru.
- Feb 11-13. Los Angeles 2nd Lang Research Forum, 1st. Los Angeles CA.
- Feb 19-21. Berkeley Ling Society, 3rd. Berkeley CA.
- Feb 20-26. Amer Assn for the Adv of Sci, 143rd. Denver CO.
- \*Mar 3-4. Sym on the Sinistral Mind. San Francisco CA [See LR 19:4, p8]
- \*Mar 4-5. Sym on Lang & Culture in S Carolina. Columbia SC. (Write: Karl J. Heider, Dept of Anthro, U S Carolina, Columbia SC 29208.) [Deadline for abstracts: Feb 1, 1977.]
- Mar 10-12. Interdisciplinary Conf on Approaches to the Lexicon. Louisville KY.
- Mar 11-12. Secondary Sch Eng Conf. Seattle WA.
- Mar 11-13. Annual Conf on Ling, 22nd. Worcester MA
- \*Mar 16-19. Intl. Studies Assn. St. Louis MO. [See LR 19:4, p8]
- Mar 17-19. Georgetown Round Table on Lang & Ling. 28th. Washington DC.
- Mar 18-19. Annual U Wisconsin-Milwaukee Ling Sym, 6th. Milwaukee WI.
- Mar 24-26. Conf on Eng Ed. Knoxville TN.
- Mar 24-26. SE Conf on Ling, 16th. Greensboro NC.
- \*Mar 25-27. Annual Child Lang Research Forum, 9th. Stanford CA [See LR 19:4, p8]
- Mar 25-27. Assn for Asian Studies, 29th. New York NY.
- Mar 25-27. CATESOL Conf, 6th. San Diego CA
- \*Mar 26. N & S Carolina Assn of Linguists, 2nd. Greensboro NC. (Write: Greta D. Little, Eng Dept, U S Carolina, Columbia SC 29208.)
- Mar 29-31 Ann Mtg of the Ling Assn of Gt Britian. Gorway, Walsall, England.
- Mar 31-Apr 2. Conf on Coll Comp & Comm Kansas City MO.
- Mar 31-Apr 2. College Eng Assn. San Antonio TX.
- Apr 1-3. Conf on African Ling, 8th. Los Angeles CA.
- Apr 3-7. Amer Ed Research Assn. New York NY
- \*Apr 4-8. Annual Intl Bilingual/Bicultural Ed Conf, 6th. New Orleans LA. (Write: Natl Bilingual Resource Cntr, U SW Louisiana, P.O. Box 4-3410, Lafayette LA 70504.)
- Apr 7-9. Conf on Lang Variety in America and Its Implications for Cultural Pluralism. Chicago IL.
- Apr 10-15. Assn for Childhood Ed Intl. Minneapolis MN.
- Apr 11-15. Council for Exceptional Children, 55th. Kansas City MO.
- Apr 14-16 SW Areal Lang & Ling Workshop, 6th. Long Beach CA.
- Apr 14-16. Central Sts Conf on the Tching of FLs. Columbus OH.
- \*Apr 14-16. Canadian Assn of 2nd Lang Tchrs, Ontario Mod Lang Tchrs Assn, and Intl Mtg of the NY St Assn of FL Tchrs, 5th. Toronto, Ontario, Canada. (Write: Helene Z. Loew, Bureau of FL Ed, St Ed Dept, Albany NY 12234.)
- Apr 14-17. Chicago Ling Society, 13th. Chicago IL. [See LR 19:4, p8]
- Apr 18-22. Intl Conf on Islam. Jerusalem, Israel.
- Apr 21-23. Conf on Frontiers in Lang Proficiency and Dominance. Carbondale IL.
- Apr 22-23. Pacific NW Council on FLs, 28th. Spokane WA.
- Apr 22-24. Natl Conf on Lang Arts in the Elem Sch. Phoenix, AZ.
- Apr 22-24. Annual Ling Sym on Romance Langs, 7th. Ithaca NY.
- \*Apr 23-24. Conf on Montague Grammar, Philosophy &

## meetings and conferences

- Ling. Albany NY. (Write: Marianne M. Williams, Anthro Dept, SUNY-Albany, Albany NY 12222.)
- Apr 25-26. N Amer Conf on Afro-Asiatic Ling, 5th. Ithaca NY.
- \*Apr 25-30. Conf of the Asian Assn on Natl Langs, 4th. Kuala Lumpur, Malaysia. [See LR 19:4, p8]
- Apr 26-May 1. TESOL Conv, 11th. Miami Beach FL.
- Apr 28-30. U Kentucky FL Conf. Lexington KY.
- May 3-6. Intl Reading Assn, 22nd. Miami Beach FL.
- \*May 13-14. Annual Minnesota Regional Conf on Lang & Ling, 3rd. Minneapolis MN. [See LR 19 4, p11]
- \*May 14. Conf on Vowel Harmony. New York NY. (Write: Robert Vago, Coord, PhD Prog in Ling, Grad Cntr of CUNY, 33 W 42nd St, New York NY 10036.) [Deadline for abstracts: Apr 1, 1977]
- May 24-27. Natl Assn for Foreign Student Affairs, 29th. New Orleans LA.
- May 30-June 3. Natl Sym on Sign Lang Research & Tchng. Chicago IL
- \*June 7-10. Acoustical Society of America. University Park PA. (Write: Roger L Kerlin, App Research Lab, P.O. Box 30, St Coll PA 16801.)
- June 27-30. Intl Sym on Ed Testng, 3rd. Leyden, The Netherlands.
- July 4-9. Intl Cong of Acoustics. Madrid, Spain.
- \*July 26-Aug 25. Salzburg Intl Summer Sch in Ling. Salzburg, Austria. [See LR 19:4, p11]
- Aug 7-14. World Cong of Jewish Studies, 7th. Jerusalem, Israel.
- Aug 13-16. Amer Assn of Tchrs of Spanish & Portuguese. Madrid, Spain.
- \*Aug 13-17. Annual LACUS Forum, 4th. Montreal, Quebec, Canada. [See LR 19:4, p11]
- Aug 15-18. Intl Cong of Logopedics & Phoniatrics. Copenhagen, Denmark.
- \*Aug 15-20. Intl Conf on the Tchng of Spoken Eng. Leeds, England. (Write: Dir, Special Courses Div, Dept of Adult Ed & Extramural Studies, The University, Leeds LS2 9JT, England.)
- Aug 22-26. Vienna Sym on Semiotics, 3rd. Vienna, Austria
- Aug 22-26. Intl Conf on Historical Ling, 3rd. Hamburg, West Germany.
- Aug 26-29. Ling Society of Australia. Melbourne, Australia.
- Aug 29-31. App Ling Assn of Australia. Melbourne, Australia.
- Aug 29-Sept 2. Australian & New Zealand Assn for the Advancement of Science. Melbourne, Australia.
- Aug 29-Sept 2. Intl Cong of Linguists, 12th. Vienna, Austria.
- Sept 26-30. NATO Sym on Lang, Interpretation & Communication. Venice, Italy.
- Nov 6-8. Ling Assn of Gt Britain. London, England.

### 1978

- Mar 27-Apr 1. Cong on Lang Learning. Lucerne, Switzerland.
- Apr 3-7. Intl Sym on the Use of Computers in Ling & Lit Research, 5th. Birmingham, England.
- Aug. Intl Conf on Methods in Dialectology, 3rd. London, Ont, Canada
- Aug 14-20. World Cong of Sociology, 9th. Uppsala, Sweden.
- Aug 21-26. Intl Cong of App Ling, 5th. Montreal, Canada.
- \*Indicates 1st listing for conf. Complete details on all other items will be found in previous issues (primarily the Sept/Oct LR.)

## news briefs

As part of a **Joint Resolution (PL94-311)** issued June 16, 1976, Congress has directed the Secretary of Commerce to insure that, in its data collection activities, the Bureau of the Census recognizes the needs and concerns of Americans of Spanish origin or descent through the use of Spanish language questionnaires, bilingual census takers, and any other methods considered appropriate to their rights as American citizens. Copies of the legislation are available from CAL. . . . The U.S. Commission on Civil Rights has available a Spanish translation of its book, *A Better Opportunity to Learn: Bilingual Bicultural Education*. The Spanish version, which was published in May 1975, covers various aspects of bilingual education, including the historical perspective, rationale, relevant research, general program description, and evaluation. Entitled *Una mejor oportunidad para aprender: la educación bilingüe bicultural*, it is available free of charge from: Publications Office, U.S. Commission on Civil Rights, 1121 Vermont Ave, NW, Washington DC 20425. (Note: the English version may be purchased from the Government Printing Office.) . . . The Committee on Linguistics at U Arizona has been awarded a Planning Grant from the National Endowment for the Humanities for the purpose of expanding and enriching its offerings in **Native American language and linguistics**. The Linguistics Program currently has as its central focus the study of Native American languages of the Southwest, and has been offering coursework in the structure of Navajo and Navajo conversation. As part of the Planning Grant project, the program will concentrate during the year on developing pedagogical materials for use in teaching Navajo and Hopi, recruiting additional Native American students into the Linguistics Program, establishing ties with groups interested in language study in Native American communities, and working toward its ultimate goal of establishing a center for the study of Native American languages at the university. For further information contact: Adrian Akmajian, Cte on Ling, PAS Bldg 81, Rm 422, U Arizona, Tucson AZ 85721. . . . Paul Platero, Associate Director of the Native American Materials Development Center in Albuquerque and Editor of the *Navajo Language Review*, has been appointed to the National Indian Education Advisory Council. . . . The Instituto de Estudios Peruanos in Lima, in collaboration with the Peruvian Ministry of Education, has prepared a set of descriptive grammars and dictionaries for 6 representative varieties of the **Quechua language** (officialized by national law in May 1975). The following are currently available: *Ancash-Huaylas*, by G. Parker and A. Chavez; *Ayacucho-Chanka*, by C. Soto; *Cajamarca-Cañaris*, by F. Quesada; *Cuzco-Collao*, by A. CusiHuaman; *Junin-Huanca*, by R. Cerron; and *San Martin*, by D. Coombs et al. Cost: \$10.00 for any single grammar and accompanying dictionary (2 volumes); \$30.00 for the entire set of 12 volumes, including post-

See News Briefs—9, Col. 2

# linguists wanted

Note A fee of \$20.00 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.

**U Illinois at Chicago Circle** may have an opening for an instructor/assst prof in the Dept of Ling, beginning Fall 1977. Qualifications: PhD or ABD; strong and continuing interest in the tching of (Mandarin) Chinese; sufficient competence to tch in the general ling curriculum and perhaps in the Asian Studies Prog. Send resumes to: Andrew Schiller, Head, Dept of Ling, U Illinois at Chicago Circle, Chicago IL 60680.

**Linguist-psycholinguist, Temple U.** Asst or assoc prof to tch undergrad and grad courses in ling, semantics, and applied areas, particularly the study of speech and lang disorders. PhD required. Must have strong interest in the relation of ling theory and ling semantics to speech and lang disorders and should be prepared to consult with faculty and students whose primary focus is the study and treatment of such populations. Contact: Chmn, Dept of Speech, Temple U, Philadelphia PA 19122. Deadline for application: Feb 15, 1977.

**Catholic U of Leuven, Belgium** needs an EFL instructor in comp/conversation for advanced students, beginning Fall 1977. 2-yr contract, renewable. Must be native Eng speaker, have at least an MA in TESL, and a minimum of 3 yrs coll level exp. Send vita to: E Vorlat, Dept of Ling, Bijde-Inkomststraat 21, B-3000 Leuven, Belgium. Deadline: Apr 1, 1977.

**U Cal-Irvine** will have an opening for an asst or assoc prof of ling in the Cognitive Sciences Prog of the Sch of Social Sciences. (The Cognitive Sciences Prog is an interdisciplinary group with an active ongoing research program.) Duties involve undergrad and grad tching in ling. In addition to the ability to carry on a high quality prog of ling research, the candidate should have a strong and active interest in at least one related field germane to the cognitive sciences (e.g., perception, learning, artificial intelligence, formal logic). Preference will be given to candidates with research which will fit into the ongoing research in the prog. Applicants must have intensive training in ling as evidenced by a PhD in ling or equivalent in grad training and publications. Send CV, papers, and the names of at least 4 references for an asst prof appt and 6 references for an assoc prof appt to: Dean Christian Werner, c/o Kenneth Wexler, Sch of Social Sciences, U Cal, Irvine CA 92717. Deadline: Mar 1, 1977.

**U Cal-Santa Barbara.** Full-time academic ladder position, half-time tching responsibility in Asian-Amer Studies classes and half-time in a humanities or social science dept. PhD required. Rank and salary dependent on qualifications. Application, vita, and 4 ltrs of reference should be addressed to: Exec Cte, Coll of Ltrs & Science, U Cal, Santa Barbara CA 93106. Deadline: Feb 28, 1977.

**U Minnesota** will have a position available for a beginning asst prof in Urdu lang and lit, starting Sept 1977. Responsi-

bilities: tching and research in Urdu lang and lit at several levels, including advanced and seminars; tching survey courses dealing with Islam in South Asia; subspecialty areas, preferably comparative lit, comparative religion, and/or another S Asian lang. Require doctorate in hand by 9/16/77. Salary commensurate with exp. This is a regular, probationary appt leading to the possible conferral of tenure. Last day for receipt of applications is Feb 15, 1977. Send CV to: M.A.R. Barker, Chmn, Dept of S Asian Studies, 192 Klæber Ct, 320 16th Ave, SE, U Minnesota, Minneapolis MN 55455.

Beginning June 1977, 2-yr appt as Dir of U Illinois TESL Internship prog at Arya Mehr U in Isfahan, Iran. Rank and salary open. Requirements: PhD in TESL or related field, overseas TESL exp, background as tcher trainer and administrator; native-like fluency in Eng. Duties: set up and direct an Eng lang prog for freshmen and sophomores; tch one course per semester to interns and supervise their work; research and materials dvpt. Send credentials to: Bruce Mainous, Acting Dir, Div of ESL, 3070 FL Bldg, U Illinois at Urbana-Champaign, Urbana IL 61801. Deadline: Mar 1, 1977.

The ESL Section of the Dept of Eng at UCLA expects to fill a 2-yr position in its overseas proj at Ain Shams U in Cairo, beginning Fall 1977. Applications are invited from PhDs qualified to tch courses in Eng lang and ling, Eng tching methods, and curriculum dvpt. Salary commensurate with exp. Ltrs of interest and/or inquiry, with brief resumes, should be sent to: Russell N. Campbell, Vice Chmn, Dept of Eng, UCLA, 405 Hilgard Ave, Los Angeles CA 90024.

The Div of ESL, U Illinois at Urbana-Champaign is accepting applications for tching/research appts at the Tehran U Lang Cntr. The interships are primarily part of a UIUC Grad Prog, open to students with BA/BS degrees, leading to a MATESL degree, but they are also open to post-MA students working on doctorates in related fields. Overseas tching exp preferred, but not required. Transportation (appointees only), stipends, and benefits included. Personal interviews will be conducted at UIUC in March. Accepted applicants will take part in a summer orientation prog at Illinois before leaving for Iran. Application deadline: Feb 1, 1977. Write: Dir of Progs, Div of ESL, U Illinois at Urbana-Champaign, 3070 FL Bldg, Urbana IL 61801.

The Dept of Ling at U Cal-San Diego will have 2 openings, one senior and one junior appt, beginning July 1, 1977. Senior position is for a full prof whose specialty is syntactic theory, with emphasis on ling universals and syntactic relations. Candidates must be actively engaged in research in these areas and already have substantial publications. Also required: thorough knowledge of several langs, exp both in undergrad and grad tching and in supervising PhD theses. Previous work in admin and in prog planning desirable. Salary commensurate with exp. The position at the asst prof level requires specialization in experimental phonetics and/or psycholing and/or lang acquisition. Candidates must have a strong background in phonological theory and must be qualified to tch all levels of phonology in addition to the areas of specialization. PhD required. Salary (9 mos) \$14,500-\$15,100. (Note: The Dept had previously anticipated 2 appts at the asst prof level. These have been superseded by the 2 positions described above. Persons who have already submitted a vita for the asst prof position do not need to apply if they still qualify for the position, but should send a ltr requesting to be considered again.) Send inquiries to: Sanford O. Schane, Chmn, Dept of Ling, C-008, U Cal-San Diego, La Jolla CA 92093. Deadline: Mar 1, 1977.

**U Colorado** anticipates an opening for an asst prof of Billin-  
See *Linguists Wanted*—9, Col 1

## EDITORIAL—from page 1

the road to cultural, economic and political divisiveness.

The reason why such a warning appears appropriate is that political splinter groups within the Spanish-speaking community, and among educators, are misinterpreting the goals of bilingual education in New York as a means of creating a Spanish-speaking power base.

We fully support the proper use of bilingual teaching as a pedagogically sound means of easing pupils' way toward full mastery of English and of making possible effective participation in the general business of learning from the very moment a non-English-speaking youngster enters school. But the purpose of such instruction must be to create English-speaking Americans with the least possible delay.

Concern over divisions created by the absence of a common language has played a vital part in the building of a cohesive nation from the time of America's birth. In 1753, Benjamin Franklin feared that German settlers in Pennsylvania would endanger the preservation "of our language and even of our Government" unless schools in English were established for all children.

Without exaggerating the threat to America's nationhood now that English has prevailed, it nevertheless remains pertinent to warn against a misguided linguistic separatism that, while it may seem to promise its advocates limited political and ideological power, can only have the effect of condemning to permanent economic and social disadvantage those who cut themselves off from the majority culture.

© 1976 by The New York Times Company.  
Reprinted by permission.

Dear Sir:

Your editorial "Bilingual Danger" (November 22) not only errs in its analysis but does so at the expense of "the Spanish-speaking community," one of the most disadvantaged in the country.

In the same issue of the *New York Times* William Safire, also reacting to the recent success of the Parti Québécois, does a little better than your editorial when he suggests that "Canadians . . . start making it clear that whatever autonomous and culture-respecting arrangements are made for the Québécois, they flow from the font of one diverse but unified nation (p. 25)." Certainly this approach to the demands of disadvantaged but mobilized ethno-cultural minorities is more enlightened than the editorial prescription simply to "create English-speaking Americans with the least possible delay."

The *New York Times* seems to fear that something divisive (admittedly, not quite as divisive as the possible French-English split in Canada) might grow out of bilingual education in the USA. Having spent many years studying bilingual education throughout the world (see my *Bilingual Education: An International Sociological Perspective*, 1976, for a report on 117 countries), I consider this to be highly unlikely, both

because ethno-cultural divisiveness, where it obtains, is far too deeply imbedded in a pervasive socio-economic matrix to be "caused" by any kind of education, as well as because bilingual education per se is unfailingly unifying rather than divisive. The hallmark of all bilingual education (including its compensatory USA variant) is that it includes a unifying supra-ethnic language of wider communication (in our case: English, as reported on page B1 of your issue of the very same November 22). Indeed, if any educational pattern can be said to typify Quebec it is the absence (historically as well as currently) of bilingual education (education via two media of instruction), rather than its presence.

All of which is not to say that there is no striving for "a Spanish-speaking power base" in the USA, or that such strivings may not be justified. However, such strivings as may exist (here or elsewhere where minorities organize to overcome their disadvantages) are fundamentally unrelated to bilingual education and will not be counteracted one iota by the discontinuation of education utilizing both Spanish and English as media of instruction. What might counteract such strivings would be genuine opportunity for Hispanic participation in "political power" and a genuine end to the "economic and social disadvantage" of Hispanics in the USA, all of the foregoing having promised in theory and so obviously denied in practice by the monolingual English establishment.

If Hispanic (or rather minority) "divisiveness" increases in the USA, it will be because of the long tradition of English-dominated inequality, such as that long practiced in Quebec, rather than because of bilingual education which functions to link together populations that might otherwise be totally estranged. Rather than discontinue it, let us hope that American bilingual education will be strengthened and not be yet another example of "too little and too late."

Joshua A. Fishman  
Yeshiva University

## FULBRIGHT-HAYS—from page 1

American Republics (2). Grantee lists are available upon request.

Nominations for 1977-78 awards are now being forwarded to the 28 countries which programmed grants in linguistics and TEFL for announcement last spring. However, applications are still being received for several teaching positions—China (Taiwan): needs 2 young scholars in TESL; Italy: needs young linguistics scholar; Poland: has 4 awards in theoretical linguistics, one of which could be in TEFL methodology; USSR: has possibilities in several republics; Yugoslavia: needs TEFL specialist. These appointments require U.S. citizenship and university or college teaching experience.

To request application forms for positions still available or to receive announcement of awards available for 1978-79, please contact: Council for Intl Exch of Scholars, Suite 300, 11 Dupont Cr, Washington DC 20036.

## conferences, seminars, workshops

Left-handedness and its relationship to cortical organization and performance will be the topic of an interdisciplinary **Symposium on the Sinistral Mind**, to be held March 3-4, 1977 in San Francisco CA. Jointly sponsored by U California Extension, Berkeley, and the Institute for the Study of Human Knowledge, the conference will bring together specialists and researchers in the fields of psychology, neurology, genetics, linguistics, education, speech, and learning disabilities for the presentation of papers grouped under 4 main headings: the etiology of "handedness"; cortical organization in left-handed people; the sinistral mind and performance, with particular attention to learning disabilities; and performance in normal left-handers. The symposium will be followed by a 2-day **Conference on Left-handedness, Brain Organization, and Learning**, to be held on the U California-Berkeley campus. Topics to be covered during the conference include theories about the origin of left-handedness, cultural attitudes toward left-handed individuals, recent discoveries about their brain organization, and the relationship of left-handedness to certain kinds of learning and learning disabilities. For further details and registration forms write: U Cal Extension, 2223 Fulton St, Berkeley CA 94720.

A **Panel on language barriers in international relations** has been proposed for the forthcoming meeting of the International Studies Association, scheduled for March 18-19, 1978 in St. Louis MO. The panel, cognizant of the great difficulty of citizen equality where much linguistic diversity exists, would address itself to the following questions: How is participation in international life affected by language diversity, language access, and national language policies? How do these policies influence each other? How fast are developments in communications technology moving "language planning" from a national to a necessarily international activity, and can linguistic engineering follow along? What are the linguistic implications of the Helsinki Doctrine on international contact? What are the consequences of continued U.N. and E.E.C. linguistic proliferation? How do language problems of elites and masses differ? Those interested in participating in the panel should write: Jonathan Pool, Dept of Poli Sci, SUNY, Stony Brook NY 11794.

The **4th Conference of the Asian Association on National Languages**, to be held April 25-30, 1977 in Kuala Lumpur, is currently being organized by the Department of Malay Studies at U Malaya. Under its theme of "National Language as Medium of Instruction," the conference will explore the following topics: the teaching of disciplines such as the social sciences, humanities, physical and natural sciences, etc. in the national language, including such aspects as teacher training, materials preparation, translation, and lexicography; the sociocultural impact of using the national language as the instructional medium, especial-

ly in the contexts of social mobility/change, language attitudes and behavior, and the development and contribution of national literature to the dissemination of the national language; the role of mass media. For additional information contact: Asmah Haji Omar, Dept of Malay Studies, U Malaya, Kuala Lumpur, Malaysia.

The **9th Annual Child Language Research Forum** will be held March 25-27 at Stanford U. Keynote speaker: Susan Ervin-Tripp (U Cal-Berkeley). The conference format will provide for both special interest group sessions and the presentation of research reports. Deadline for abstracts is January 15, 1977; deadline for resumes of current research to be distributed at the Forum is February 1, 1977. Send abstracts and resumes to: Pam Tiedt, Chpsn, CLRF, Dept of Ling, Stanford U, Stanford CA 94305.

The **13th Regional Meeting of the Chicago Linguistic Society** will be held April 14-17, 1977. A call for papers on all topics of general linguistic interest has recently been issued. Abstracts should be submitted in 8 copies (unidentified as to author) accompanied by a 3 x 5 card containing the title of the paper, name of the author, and address to which notification of acceptance should be sent. Deadline for submission: March 1, 1977. For more detailed information write: Abstracts, 13th Regional Mtg, Chicago Ling Society, Goodspeed 205, 1050 E 59th St, Chicago IL 60637.

The **National Conference on Language Arts in the Elementary School** is scheduled for April 22-24, 1977 in Phoenix AZ. The theme of this year's conference is "Expanding the Boundaries of Language," and discussions will focus not only on the boundaries of the language arts curriculum, but also on those of the language and language experiences of children. Principal speakers include Peter Farb (Yale), Carolyn Bauer (U Oregon), and Philip S. Dale (U Washington).

See Conferences—11, Col. 2

*The following fable, which was broadcast November 21, 1976 in Utrecht, appeared in the December 1976 issue of BBC Modern English, Vol 2, No 10, p 34:*

In a house there was a cat, always ready to run after a mouse, but with no luck at all.

One day, in the usual chase the mouse found its way into a little hole and the cat was left with no alternative than to wait hopefully outside

A few moments later the mouse heard a dog barking and automatically came to the conclusion that if there was a dog in the house, the cat would have to go. So he came out only to fall in the cat's grasp.

"But where is the dog?"—asked the trembling mouse

"There isn't any dog—it was only me imitating a barking dog," explained the happy cat, and after a pause added, "My dear fellow, if you don't speak at least two languages, you can't get anywhere nowadays"

## LINGUISTS WANTED—from page 6

qual/Multicultural Ed, starting Aug 1977. Duties: grad tch-ing—ling, inservice training, advising, and writing. PhD required, sch exp and publications preferred. Send application, vita, transcripts, and 3 specific ltrs of recommendation by Apr 1, 1977. Send resume to Fernie Baca Moore, Chpsn, Search Cte, Sch of Ed, U Colorado at Denver, 1100 14th St, Denver CO 80202.

Dir, Eng Lang Inst, U Michigan. Senior scholar (assoc or full prof) with substantial publications in ling and demonstrated expertise in applying theoretical ling to problems of lang tchng and learning. Admin exp helpful. Duties to begin Fall 1977. Send vita and recommendations to Chmn, ELI Search Cte, Dept of Ling, U Michigan, Ann Arbor MI 48104

## book notices

**Language Structure and Translation: Essays by Eugene A. Nida. (Language Science and National Development, 8.) Stanford CA, Stanford University Press, 1975. xiv, 283pp. \$10.00.**

The 12 essays in this volume deal with aspects of the function of language structure, especially semantic structure, in translational equivalence across languages and cultures. Topics covered include linguistic and semantic structure; principles of translation; analysis of meaning in several dimensions, including referential, connotative, and emotive; language and communication in multilingual societies with varieties of languages, pidgins, and koines; the contribution of Christian missionaries to language science; and the relevance of contemporary linguistics to Biblical scholarship.

**All-American English, by J.L. Dillard. New York, Random House, 1975. xlii, 369pp. \$15.00.**

In this book, the author traces the elements and influences which have made the English spoken in the United States today so recognizably different from that spoken in England. Beginning with the colonial period, he discusses the changes and additions to the language brought about as the result of contact with maritime English, the Pilgrim contact with the Dutch, and contact with American Indians. He shows how sea-travel words were adapted to land travel during the period of westward expansion, and discusses the changes brought about by contact with Mexicans, especially in Texas.

Other elements also included are the Chinese who came to work on the railroads, the influence of West-African-derived Black English introduced primarily in the South, the impact of Yiddish and special varieties such as Pennsylvania Dutch, and the "Spanglish" (essentially an acculturation of English and Spanish) spoken in Puerto Rico today and brought in through immigration, especially to the East Coast.

**Dynamics of a Creole System, by Derek Bickerton. New York, Cambridge University Press, 1975. viii, 224pp. \$18.50.**

Describes and systematically accounts for language variations in a creole-speaking community—Guyana—and assesses the implications this study has on generally accepted ideas of the nature of language. The book analyses the diversity evident in the syntax and underlying semantics of tense and aspect of the language spoken in Guyana and shows that data collected represent different developmental states of the language existing side by side in the same community.

As a result of his research and analysis, the author advocates a reexamination of Chomsky's competence-performance distinction, as well as that of the distinction made between synchronic and diachronic studies. He also relates the genesis of pidgin and creole languages to natural second-language acquisition processes, and discusses what is im-

plied for "psychologically real" grammars by the existence of speakers capable of switching between widely different language varieties

## NEWS BRIEFS—from page 5

age and handling. Send orders to: Biblioteca, Inst de Estudios Peruanos, Horacio Urteaga 694, Lima 11, Peru. . . . The Council for International Exchange of Scholars has recently published its 1976-77 *Directory of Visiting Lecturers and Research Scholars*, which lists over 500 scholars from 64 countries who will be in the U.S. during the 1976-77 academic year (language and literature specialists are listed on pages 5-8). Copies of the directory are available free from: Council for Intl Exch of Scholars, 11 Dupont Circle, NW, Washington DC 20036. . . . The School of Library and Information Science at U Western Ontario is currently seeking materials for its lexicographical archive. The archive, established in December 1974, has just recently received its initial accessions—materials used in the compilation of Woodford Heflin's *The United States Air Force Dictionary* and *Second Aerospace Glossary*. Plans call for the collection of other special materials gathered from specific dictionary projects which would be both stored and accessed by computer. For further information write: Dean, Sch of Library & Info Science, U Western Ontario, London, Ontario, Canada N6A 5B9. . . . Communications equipment which can send and receive messages in Arabic has been developed by the Yamura Shinko Company, a Japanese firm. The equipment, which resembles a regular teleprinter machine but utilizes a ballpoint pen, contains keys for 154 letters, numerals, and signs. . . . A new dictionary of common legal sign language terms has been developed by the Center for the Administration of Justice at Wayne State U. Informally known as the *Ameslan Dictionary*, it contains approximately 650 common legal shorthand signs conveying conceptual ideas and phrases. The dictionary is part of a project to develop programs for protecting the legal rights of the deaf. Emphasis thus far in the project has been placed on the certification of legal interpreters to help deaf people involved with the police and court system. Plans call for the production of video tapes explaining the problems of the deaf to law enforcement officers and court officials. . . . *A Guide to the Languages of the World*, covering over 700 languages belonging to 28 language families, has been compiled by Merritt Ruhlen of Stanford. Aspects covered include phonological segments, word order, stress and tone, genetic classification, syllable structure, and location and numbers of speakers. Copies are available for \$15.00 from: Merritt Ruhlen, Dept of Ling, Stanford U, Stanford CA 94305. . . . "Unproject Register," a listing of all proposals that have not been funded by government and private agencies (including foundations), is a new service being offered by a research and development center in Pennsylvania. The listing, which is designed to provide for protection of all research ideas from subsequent plagiarism, reportedly

See News Briefs—11, Col. 1

# A Survey of Materials for the Study of the Uncommonly Taught Languages

This annotated bibliography of basic tools of access for the study of the uncommonly taught languages is a revision of A Provisional Survey of Materials for the Study of the Neglected Languages, published in 1969. The new, updated SURVEY is being published in eight fascicles which contain over 5,000 entries. Each fascicle focuses on a major geographical area, and contains entries arranged by language and language groups within that area. Although the primary emphasis is on materials designed for use by the adult learner whose native language is English, the current SURVEY lists texts in over 500 languages and dialects. This one-of-a-kind bibliography provides important cross-disciplinary assistance by making available extensive and current information to all concerned with uncommonly taught languages. Each fascicle lists teaching materials, readers, grammars, and dictionaries according to language. All modern languages except standard English, French, German, Italian, Russian, and Spanish have been included whenever adequate materials for studying them could be located. The SURVEY is available for \$3.95 per fascicle, \$10.50 for any three, or \$26.50 for a set of eight.

- 1 Western Europe/Pidgins & Creoles  
(European Based)
- 2 Eastern Europe & the Soviet Union
- 3 The Middle East & North Africa
- 4 South Asia
- 5 Eastern Asia
- 6 Sub-Saharan Africa
- 7 Southeast Asia & the Pacific
- 8 North, Central, & South America

The present edition of the SURVEY was compiled in response to a consensus reached at a conference convened by the U. S. Office of Education in 1974. The proceedings of that conference, MATERIAL DEVELOPMENT NEEDS IN THE UNCOMMONLY TAUGHT LANGUAGES: PRIORITIES FOR THE SEVENTIES, are also available for \$3.95. The conference produced recommendations on current and future priority needs for instructional materials in this important area. Selected topics include "Languages for the World of Work," "Changing Trends in Schools and Implications for Materials Development in Second Language Learning," "African Languages," "Amerind and Creole Languages in the Americas and the Caribbean," "Chinese, Japanese, and Korean Languages," and many more.

#### Order Form

#### A SURVEY OF MATERIALS FOR THE STUDY OF THE UNCOMMONLY TAUGHT LANGUAGES

	Price	Quantity	Total Price				
1 Western Europe	\$3.95	_____	_____	Any Three Above (Please Indicate)	\$10.50	_____	_____
2 Eastern Europe	\$3.95	_____	_____	Set of Eight	\$26.50	_____	_____
3 The Middle East	\$3.95	_____	_____	Total	_____	_____	_____
4 South Asia	\$3.95	_____	_____	<b>ALL ORDERS MUST BE PREPAID.</b>			
5 Eastern Asia	\$3.95	_____	_____	Enclosed is my check/money order for \$ _____			
6 Sub-Saharan Africa	\$3.95	_____	_____	Name _____			
7 Southeast Asia	\$3.95	_____	_____	Address _____			
8 North, Central, & South America	\$3.95	_____	_____	Zip _____			

Center for Applied Linguistics • 1811 North Kent Street • Arlington, Virginia 22209

## NEWS BRIEFS—from page 9

constitutes a more comprehensive repository of scientific and technical information than its federally-sponsored counterpart, the Science Information Exchange. Further information and format sheets are available from: Unproject Register Service, 305 S Pennsylvania Ave, Greensburg PA 15601. . . . **American U in Cairo** has a limited number of teaching fellowships available for students wishing to earn an MA in TEFL. Qualifications: BA in linguistics, English, or a related field; completion of the 2 prerequisite courses—general psychology and a 2-semester survey course in English or American literature; native or near-native fluency in English. Applications must be received by March 1, 1977. For information write: Dir, ELI, Amer U in Cairo, 113, Kasr El-Aini St, Cairo, Egypt. . . . **USOE** has announced that colleges and state and local education agencies will be allocated \$9.3 million in fiscal 1976 funds for the expansion of bilingual teacher training programs and payment of stipends to teacher trainees. The funds, authorized under the Bilingual Education Act, Title VII, ESEA, as amended by the Education Amendments of 1974 (PL93-380, Sec 105), will be allocated as follows: \$6.2 will be distributed among 93 colleges and universities to cover costs of staffing, materials, and operation involved in expanding graduate and undergraduate bilingual teacher training programs; \$3 million to colleges and local school districts to assist students in paying for tuition, books, and other fees; \$400,000 to local and state education agencies (primary funding for these programs comes from Title VII's Basic Demonstration Program). . . . The Linguistics Institute of Ireland has recently published a *Report on Teaching Methods* which deals with a survey carried out by the Institute to determine the attitudes and reactions of teachers to the new (audio-visual, CREDIF-influenced) Irish teaching courses and methods introduced into national schools during the last 10 years. Copies of the report are available in both English and Irish for £1.50 from: Ling Inst of Ireland, 31 FitzWilliam Pl, Dublin 2, Ireland. . . . **The North and South Carolina Association of Linguists** was formed to encourage cooperation and communication between academic linguists and others working with language, and membership is open, presently at no charge, to all who have an interest in or who work with language in the Carolinas. For further information write: Greta D. Little, Eng Dept, U South Carolina, Columbia SC 29208. . . . **Rodolfo Cerrón-Palmino** has been appointed Director of the Centro de Investigación de Lingüística Aplicada (CILA). Dr. Cerrón replaces Dr. Inez Pozzi-Escot in the post.

Local education agencies have until February 18, 1977 to submit applications for grants to meet special educational needs of elementary and secondary school Indian students. For program information and application forms write: Dir, Div of Local Ed Agency Asst (Part A), Office of Indian Ed, USOE, Regional Office Bldg 3, Rm 3662, 7th & D Sts, SW, Washington DC 20202.

# Appalachian Speech

WALT WOLFRAM  
DONNA CHRISTIAN

\$8.00



Please send me \_\_\_\_\_ copies of *Appalachian Speech*

Enclosed is my check/money order for \$ \_\_\_\_\_

name \_\_\_\_\_

address \_\_\_\_\_

zip \_\_\_\_\_

ALL ORDERS MUST BE PREPAID

Center for Applied Linguistics • 1911 N Kent Street • Arlington, Virginia 22209

## CONFERENCES—from page 8

For further information write: NCTE, 1111 Kenyon Rd, Urbana IL 61801.

**The 3rd Annual Minnesota Regional Conference on Language and Linguistics** will be held May 13-14, 1977 in Minneapolis MN. Papers are now being solicited on all topics of general linguistic interest, with abstracts due by March 15, 1977. For further information write: Dept of Ling, 142 Klæber Ct, U Minnesota, 320 16th Ave, SE, Minneapolis MN 55455.

**U Salzburg's International Summer School in Linguistics** has been set for July 26-August 25, 1977. Course topics will include phonology, syntax, semantics, psycholinguistics, sociolinguistics, Montague grammar, linguistics for language teachers, and linguistics and literary criticism. English and German are the designated course languages. To attend the Summer School contact: G. Drachman, Inst fur Sprachwissenschaft, U Salzburg, Imbergstr 2, A-5020 Salzburg, Austria.

The Linguistics Association of Canada and the United States will hold its 4th Annual LACUS Forum August 13-17, 1977 at McGill U. Theme: Aspects of Bilingualism (theoretical, neurological, and applied). Papers are invited. Write: LACUS, POB 101, Lake Bluff IL.

**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

**Russian Specialists Get First-Hand View of BBE in the U.S.**

A delegation of eight Soviet bilingual education specialists visited the U.S. last fall as part of an Exchange Practicum on Bilingual Education sponsored by the Citizen Exchange Corps, a non-profit, New York based organization that promotes cultural, educational, and avocational programs within the U.S. Members of the delegation were: George L. Aseyev (Head, Education Department, Moscow City Council); Mukhamedzhan K. Isaev (Dean, English Faculty, Institute of Foreign Languages, Alma-Ata, Kazakh SSR); Yuosas T. Kavaliauskas (Deputy Minister of Education, Lithuanian SSR); Valmar A. Kokkota (Assistant Professor, Foreign Languages Chair, Polytechnical Institute, Tallinn, Estonian SSR); Zoya A. Mal'kova (Deputy Director of the Pedagogical Institute, Academy of Pedagogical Science, Moscow); Filomena A. Matusyavichne (Deputy Director, Secondary School, Vilnius, Lithuanian SSR); Leila A. Menabde (Principal, Secondary School, Tbilisi, Georgian SSR); and Valerian B. Nevsky (Deputy Head, Inspection Department, Ministry of Education).

The group began their tour with an orientation meeting held October 20, 1976 at the National Institute of Education. The meeting was attended by Sarita Schotta, José Vasquez, Michael O'Mally, and Sal Castañeda of NIE; John Molina, Milton Graciano, and Kelly Acosta of USOE's Office of Bilingual Education; Harold Delaney, Associate Director of the Education Equity Group; Rudolph C. Troike, Rosario Gingras, Gilbert Garcia, Tracy Gray, and Leann Parker of the Center for Applied Linguistics; E. Glynn Lewis (U Wales); and Joshua A. Fishman (Yeshiva U). While in Washington, the delegation also visited the Foreign Service Institute before departing on separate (2 delegates per region) tours of New England, Illinois and Texas, California, and New Mexico and Arizona.

Drs. Isaev and Nevsky were in the New England contingent. During their week-long stay in the area,

they went to the School of Education at Boston U, visited Boston English High School, talked with the Director of Bilingual Education for the State of Massachusetts and with the Dean of Bilingual/Bicultural Education at Harvard, and observed a bilingual education class at the Burgess School in Berlin, New Hampshire. While in New Hampshire, they also visited the National Materials Center in Bedford, headed by Robert Fournier.

The Bilingual Education Service Center in Arlington Heights was the site of the main Illinois stop by Drs. Matusyavichne and Kavaliauskas, where they

*See Russians—8, Col 1*

**Georgetown Round Table**

This year's Georgetown Round Table on Languages and Linguistics, which will meet March 17-19, will have as its theme "Linguistics and Anthropology." In addition to keynote addresses by Charles Ferguson (Stanford) and Philip Lieberman (Brown U), the Round Table program will include the following topics and speakers:

(1) *Methods and Models in Linguistics and Anthropology*: Mary Elmendorf, "Language and culture change: Chan Kom revisited"; Joel Sherzer (U Texas), "The ethnography of speaking: A critical appraisal"; Gillian Sankoff (U Montreal), on formalism in linguistics and anthropology; Cecil Brown (Northern Illinois U), "A theory of lexical universals: Color categories and folk botanical taxa."

(2) *Acquisition of Communicative Competence*: Erica McClure (U Illinois), "Aspects of code-switching in the discourse of bilingual Mexican-American children"; Ben Blount (U Texas), "Parental speech to children: Cultural patterns."

(3) *Linguistic Relativity*: Michael Silverstein (U Chicago), "Cultural prerequisites for grammatical analysis"; Sally McLendon (Hunter Coll), on cultural presuppositions and discourse analysis.

(4) *Sociolinguistics and Communication*: John J. Gumperz (U Cal-Berkeley), "The sociocultural basis of conversational inference"; Eugene J. Nida (American Bible Society), "Translating means communicating: A sociolinguistic theory of translation."

(5) *Applications of Linguistics and Anthropology*: John Munby (English Teaching Information Center, British Council), "Applying sociocultural variables in

*See Georgetown—8, Col. 2*

**Featured Inside . . .**

Bilingual Education in Australia . . . . .	4
Conferences . . . . .	3, 7
Linguists Wanted . . . . .	6
News Briefs . . . . .	3
View from the Center . . . . .	2

President/Director Rudolph C Trolke

Deputy Director John H Hammer  
Associate Director for Programs  
Roger W Shuy  
Administrative Vice President  
A Dudley Ward  
Controller Walter P McIntosh

Program Director, Bilingual Education  
Rosario Gingras  
Program Director, Indian Education  
William Leap  
Program Director, International Activities  
Anthony Robson  
Program Director, Information Services/  
ERIC Peter Eddy  
Program Director, Language & Education  
Resources & Service Center  
Allene Grognet  
Program Director, Publications  
Begay B Atkinson  
Program Director, Research Peg Griffin  
Senior Advisors A Hood Roberts, David  
DeCamp, Orlando Taylor

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

Subscription rates \$4 50, \$9 50 (domestic  
first class), \$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 works to promote cooperation between linguistics and other disciplines.

The *Linguistic Reporter*, a newsletter for all those concerned with linguistics and its application to practical problems, is published 8 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, advertising inquiries, and books for review should be directed to the Editor, *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.

**Board of Trustees**

Arthur S. Abramson, Professor of Linguistics, U Connecticut, *ex officio*  
Courtney B. Cazden, Professor of Education, Harvard  
John Emendorf, Senior Program Officer, Academy for Educational Development  
Charles A. Ferguson, Professor of Linguistics, Stanford  
Oscar Garcia, Executive Director, Puerto Rican Legal Defense & Education Fund  
Asa Hillard, Dean, School of Education, San Francisco State U  
Dell H. Hymes, Dean, Graduate School of Education, U Pennsylvania  
Ilse Lehiste, Professor of Linguistics, Ohio State U  
Winifred P. Lehmann, Chairman, Department of Linguistics, U Texas-Austin  
George A. Miller, Professor, Rockefeller U  
Arnulfo Oliveira, President, Texas Southmost Coll  
Herbert H. Paper, Professor of Linguistics, U Michigan  
Dillon Platano, Director, Navajo Division of Education, Navajo Nation  
Billy R. Reagan, General Superintendent, Houston Independent School District  
Frank Robbins, Executive Vice President, Summer Institute of Linguistics  
Datus C. Smith, Consultant, Asia Society  
Malcolm D. Talbot, President, Rutgers U Foundation  
William Turnbull, President, Educational Testing Service  
Gordon B. Turner, Vice President, American Council of Learned Societies  
Jack H. Vaughn, President, Planned Parenthood Federation of America

## The View from the Center

# Language and Public Policy Planning



The apartment house fire in Chicago during the Christmas holidays which tragically cost the lives of ten Spanish-speaking children because of problems in communication brought to sharp national attention the possible consequences of language differences in a society where public agencies are frequently unprepared to deal with them. The critical importance of language in various areas of public policy has only in recent years begun to receive any kind of recognition, and still has a considerable way to go. While the moving force in bringing about this recognition has come primarily from the area of civil rights, economic aspects such as cost-effectiveness of programs and utilization of human resources—not to mention the protection of human lives—need also to be taken into account.

The unanimous *Lau vs. Nichols* Supreme Court decision of 1974 was a major step in these developments, holding that unless schools provided special programs (subsequently interpreted as bilingual education) for limited-English-speaking children, they were violating their civil rights. A judge in Illinois last year required the Bell Telephone Company to post instructions in Spanish on pay telephones in Spanish-speaking areas of Chicago, and the Voting Rights Act amendments of 1975 legislated that ballots and voting information must be printed in other languages in areas where speakers of those languages constitute more than 5 percent of the population. Most recently, Congress has mandated (PL94-311) that all Census questionnaires and notices affecting the Spanish-origin population must be translated into Spanish.

However, there are numerous other situations in which language figures which have thus far received scant attention. A sampling of these include:

- *Manpower training in the civilian and military sector.* Most manpower and vocational training programs give little attention to the language needs of non- and limited-English speakers, or of the language component of job skills, at great cost to the effectiveness of the programs.

- *Mental health programs.* The significance of language in the treatment and prevention of mental health problems is almost never recognized, or if it is, little or nothing of a systematic nature is done about it.

- *The delivery of social, health, and other public services.* The problem of language barriers was, as previously mentioned, tragically illustrated in the Chicago fire. How many people die each day because of miscommunication between doctor and patient, between patient and nurse, or between fireman and fire victim?

- *Social and criminal justice.* Speakers of nonstandard varieties of English, as well as non- and limited-English speakers, are often at a great disadvantage in dealing with the law. Recidivism, for example, correlates highly with illiteracy. A federal bilingual courts bill may be enacted soon, but state courts and local police remain largely unprepared to deal with language differences.

- *Test bias.* This adversely affects speakers of nonstandard varieties of English, especially Blacks, and limited-English speakers in a broad range of areas, from assignment to special education classes for mentally retarded children, through admission to colleges and placement in military training programs, to passing bar examinations. Language, either as medium or object, figures significantly in most testing.

Reading and literacy, cross-cultural communication, translation, international relations, and education planning are just a few additional areas in which language plays a pervasive, but often unrecognized, role.

At its last meeting, the National Advisory Council on Teaching English as a Foreign Language (NACTEFL), which is annually sponsored by the Center for Applied Linguistics, urged the appointment of a White House advisor on language to provide input into policy planning in some of the areas mentioned above. The appointment of an individual in such a position is a major need if programs are to be made more effective than they now are, in financial as well as in human terms.

*Rudolph C. Trolke*

## news briefs

U.S. Education Commissioner Edward Aguirre has announced the creation of an office of Asian and Pacific-American concerns within USOE. The office will join 4 other special concern units at USOE—Black Concerns Staff, Spanish-Speaking Program Staff, the Women's Program Staff, and the Office of Indian Education—and will concentrate on affording Asian Americans the opportunity to assist in developing new educational programs and policies, overseeing the progress of equal educational opportunities for Asian and Pacific Americans, and improving communication between USOE and Asian and Pacific communities in the U.S. . . . **H. Rex Wilson** (U Western Ontario) has been appointed Executive Secretary of the American Dialect Society. Dr. Wilson, who is currently also President of the Society, succeeds A. Hood Roberts, who announced his resignation last August. All ADS correspondence should now be addressed to: H. R. Wilson, Exec Sec, ADS, U Western Ontario, London, Ontario N6A 3K7, Canada . . . A new magazine focusing on philosophy-humanities has begun publication. Called *Aitia* (Greek for goal or responsibility), it is concerned with ethical problems, modern society, education, and government, and is directed toward teaching introductory philosophy-humanities. Sample copies are available for \$1.00; annual subscription is \$3.00 (3 issues) for individuals and \$5.00 for institutions. Write: James P. Friel, Ed, Thompson Hall 228, SUNY, Farmingdale NY 11735. . . . **The California papers of John P. Harrington**, a linguist and ethnologist who, while with the Bureau of American Ethnology from 1915-1954, compiled an enormous amount of historical, ethnological, and linguistic data on Indians in California, will be the focus of a project to be undertaken by the Smithsonian Institution National Anthropological Archives. Supported by a grant from the National Historical Publications and Records Commission, the project will classify, describe, and publish (in microfiche form) these papers and make them available to researchers and scholars throughout the U.S. The project, which began in December, is headed by Herman J. Viola, Archives Director, with Ives Goddard of the Smithsonian's Department of Anthropology serving as chief linguist. . . . **The Chicago Linguistic Society** has issued a call for papers for a book of squibs. A linguistic squib is a very brief paper (present limit is 2 single spaced pages) which may take one of the following forms: (1) a brief argument for or against a claim; (2) a datum affecting the status of theoretical claims or posing a problem for particular frameworks or analyses; (3) a note setting forth new ramifications of a theoretical position, or pointing out newly relevant questions when a given framework or analysis is accepted; or (4) a fact which, while evidently true, resists any account. Deadline for submission: May 7, 1977 For details on format and submission requirements write: Squibs, Chicago

## meetings and conferences

- Mar 3-4 Sym on the Sinistral Mind San Francisco CA.  
Mar 4-5. Sym on Lang & Culture in S Carolina. Columbia SC  
\*Mar 8 Workshop on Lang Policy: An Integrative Perspective. Urbana IL. [See LR 19.5, p7]  
Mar 10-12. Interdisciplinary Conf on Approaches to the Lexicon Louisville KY  
Mar 11-12. Secondary Sch Eng Conf Seattle WA.  
Mar 11-13 Annual Conf on Ling, 22nd Worcester MA  
\*Mar 16-17. Assn for Computational Ling, 15th Washington DC. [See LR 19 5, p7]  
Mar 16-19 Intl Studies Assn St Louis MO  
Mar 17-19 Georgetown Round Table on Lang & Ling, 28th. Washington DC. [See LR 19.5, p1]  
Mar 18-19 Annual U Wisconsin-Milwaukee Ling Sym, 6th Milwaukee WI  
Mar 24-26 Conf on Eng Ed. Knoxville TN  
Mar 24-26 SE Conf on Ling, 16th Greensboro NC.  
\*Mar 25-27 Amer Hungarian Educator's Assn. Bloomington IN (Write. Eniko M. Basa, 707 Snider Lane, Silver Spring MD 20904 )  
Mar 25-27 Annual Child Lang Research Forum, 9th. Stanford CA  
Mar 25-27 Assn for Asian Studies, 29th New York NY.  
Mar 25-27 CATESOL Conf, 6th San Diego CA  
Mar 26 N & S Carolina Assn of Linguists, 2nd Greensboro NC.  
\*Mar 26 Conf on Mod Langs. Slippery Rock PA (Write: Charles Tichy, Dept of Mod Langs & Cultures, Slippery Rock St Coll, Slippery Rock PA 16057.)  
Mar 29-31 Ann Mtg of the Ling Assn of Gt Britain Gorway, Walsall, England  
Mar 31-Apr 2. Conf on Coll Comp & Comm Kansas City MO.  
Mar 31-Apr 2 College Eng Assn. San Antonio TX  
Apr 1-3 Conf on African Ling, 8th Los Angeles CA.  
Apr 3-7. Amer Ed Research Assn New York NY  
Apr 4-8 Annual Intl Bilingual/Bicultural Ed Conf, 6th New Orleans LA.  
Apr 7-9 Conf on Lang Variety in America and Its Implications for Cultural Pluralism Chicago IL.  
Apr 10-15 Assn for Childhood Ed Intl. Minneapolis MN  
Apr 11-15 Council for Exceptional Children, 55th. Kansas City MO  
Apr 14-16 SW Areal Lang & Ling Workshop, 6th.  
See Meetings & Conferences—5, Col 1

Ling Society, Goodspeed 205, 1050 E 59th St, Chicago IL 60637. . . . USOE has awarded \$12 million to 32 **bilingual education centers** to train personnel and to develop and disseminate materials for Federally funded bilingual education projects in local school districts. Some centers will provide assistance to bilingual education teachers; others will be involved with curriculum, testing, and teacher training materials development; and a final group will first evaluate the products of the development centers and then publish and disseminate those materials which have been designated as effective for classroom and training use. . . . **Ernesto Perez**, formerly with the Dissemination and Assessment Center in Austin, has been appointed Director of Bilingual Bicultural Education at the Texas Education Agency. He replaces Dr. Arturo Gutierrez, who has taken a post as Deputy Associate Superintendent with the Dallas Independent School District.

# Bilingual Education in the Northern Territory of Australia

by W. J. McGrath

[Dr. McGrath is Principal Education Advisor, Department of Education, Northern Territory Branch.]

One of the first policy statements from the new Labor Government in December 1972 was that a campaign would be launched to have Aboriginal children living in distinctive Aboriginal communities given their primary education in Aboriginal languages. A committee of three was given the task of investigating how this could best be done. After discussions with members of Aboriginal communities, (both collectively and individually), teachers, linguists, and senior administrative and professional officers experienced in Aboriginal affairs, and a study of relevant literature, it was decided that a bilingual approach made most sense not only to educationists and linguists but also to the Aboriginal people themselves.

Consequently, a report entitled "Bilingual Education in Schools in Aboriginal Communities in the Northern Territory" was submitted to the Minister for Education. This report was debated in Federal Parliament on 15 March, 1973 and unanimously adopted. Programs of bilingual education commenced in five schools in the Northern Territory in the same year, and now have expanded to nineteen.

It should be pointed out that prior to the implementation of Federal Government policy, church and mission groups had pioneered bilingual education programs on a small scale in the Northern Territory, Queensland, South Australia, and Western Australia. The South Australian Education Department had also adopted the policy of bilingual education in its small number of tribally oriented Aboriginal schools. Nevertheless, it can be stated with little fear of contradiction that the first large scale implementation of bilingual education in Australia commenced in 1973 in the Northern Territory.

Bilingual education in the Northern Territory places emphasis both on teaching in two languages—English and an Aboriginal language—and on the teaching of aspects of both cultures—the Aboriginal and that of the wider Australian community. To carry out the program teaching teams consisting of a non-Aboriginal teacher and one or more Aboriginal teachers have been established. Each teacher concentrates on the language in which he has the most expertise and cooperates in the planning and preparation of work.

A central feature of the bilingual approach is teaching the child in a language he can understand and use. Early learning is done in the language of the home. At the same time the curriculum provides for teaching the child to communicate more effectively in English so that in time learning can take place in both languages. It is not a case of either/or, but of teaching both English and an Aboriginal language. This approach has the advantage of permitting learning to take place immediately in all skill areas while the child is learning English, and allows later teach-

ing to be in the language appropriate to the subject area and the needs of the child. The child's dominant language is recognized and taught as a first language, with the child normally being introduced to reading and writing in that language as soon as he is ready. English is recognised and taught as a second language.

## CRITERIA FOR BILINGUAL PROGRAMS

In the establishment of bilingual programs or in the preparation for such programs, there are certain prerequisites which are needed to ensure the greatest chance of success. These are:

- The community's agreement to and support for the principle of bilingual education. Where the move to commence such a program is initiated by school staff, consultation with the community is essential, and bilingual education must not be introduced unless the community agrees.

- The community's agreement to and support for the use of a particular Aboriginal language as a medium of instruction. This is particularly vital in a multilingual or multivarietal community

- Aboriginal teachers to carry out instruction in the Aboriginal language.

- Non-Aboriginal teachers to form effective teaching teams with the Aboriginal teachers.

- A basic reading scheme and supporting supplementary materials in the Aboriginal language.

- A resident linguist, familiar with the language, who is readily available to provide advice and assistance when required.

- Agreement and cooperation of the school principal and his staff. The total school needs either to be committed to a bilingual program or at least have an open mind regarding it. A bilingual program needs to be an integral part of the total school organisation and not a semi-autonomous unit within it.

Some of the basic aims of bilingual education in the Northern Territory are:

- To foster greater proficiency in school work by the use of the Aboriginal language where appropriate.

- To develop a more healthy self concept in each child through the systematic use of the Aboriginal language as a medium of instruction, and the incorporation of studies of other aspects of Aboriginal culture.

- To develop competency in reading and writing in the Aboriginal language.

- To develop competency in reading and writing in English.

- To develop sufficient skills in oral English before attempting to teach specific subject matter in that language.

- To present subject matter in the language most appropriate for the instructional purpose.

- To develop closer communication, involvement, and mutual understanding between school and community.

- To develop a better understanding of both cul-

tures—that of the Aboriginal people themselves (and not only of a particular community) and of the dominant non-Aboriginal society.

In an article of this length it is not possible to provide full details on the problems and highlights associated with the bilingual program. In summary, some of the main problems are: (1) retaining staff in the isolated school, (2) developing materials and literature, (3) dealing with the large number of languages and varieties in the Northern Territory (some communities of 500 people have as many as 10 different languages and varieties), and (4) training Aboriginal teachers. Highlights include: (1) the growing professional development of the Aboriginal staff, (2) the growing interest in the school by the community, and (3) a developing awareness of the relevance of linguistics and anthropology to their work by non-Aboriginal teachers.

The development of bilingual education to the stage it has now reached would not have been possible without the close cooperation achieved between the Department of Education and various linguistic organisations. In particular, tribute should be paid to the work of members of the Summer Institute of Linguistics and linguists employed by church missions, which resulted in the rapid production of basic reading material in a number of Aboriginal languages.

There is no doubt that the firm base now established for bilingual education in the Northern Territory would not have been achieved without this cooperation and assistance.

Bilingual education has expanded rapidly since its commencement in 1973, perhaps more rapidly than existing material and personnel resources could cope with. Consequently, present policy is one of consolidation in order to ensure that resources are not spread more thinly and to give the present programs every opportunity to realise their potential.

Two leading linguists, Geoff O'Grady (University of Victoria, British Columbia) and Kenneth Hale (Massachusetts Institute of Technology) spent the month of June 1974 visiting communities with bilingual education programs and prepared a series of 25 recommendations for the Department of Education in the Northern Territory. In their introduction they state, "we are inclined to assert that this program constitutes one of the most exciting educational events in the modern world" and "It is, of course, just beginning and has a long and difficult road ahead of it." Bilingual education remains a challenging and exciting event, and a lengthy and difficult road still remains ahead before it is firmly established with all the material and personnel resources required for its maintenance and continued development.

### MEETINGS & CONFERENCES—from page 3

- Long Beach CA.  
 Apr 14-16. Centrl Sts Conf on the Tching of FLs Columbus OH.  
 Apr 14-16. Canadian Assn of 2nd Lang Tchrs, Ontario Mod Lang Tchrs Assn, and Intl Mtg of the NY St Assn of FL Tchrs, 5th Toronto, Ontario, Canada.  
 Apr 14-17. Chicago Ling Society, 13th. Chicago IL.  
 Apr 18-22. Intl Conf on Islam, Jerusalem, Israel  
 Apr 21-23. Conf on Frontiers in Lang Proficiency and Dominance, Carbondale IL  
 Apr 22-23. Pacific NW Council on FLs, 28th. Spokane WA.  
 Apr 22-24. Natl Conf on Lang Arts in the Elem Sch. Phoenix AZ.  
 Apr 22-24. Annual Ling Sym on Romance Langs, 7th. Ithaca NY  
 Apr 23-24. Conf on Montague Grammar, Philosophy & Ling. Albany NY  
 Apr 25-26. N Amer Conf on Afro-Asiatic Ling, 5th. Ithaca NY.  
 Apr 25-30. Conf of the Asian Assn on Natl Langs, 4th. Kuala Lumpur, Malaysia.  
 Apr 26-May 1. TESOL Conv, 11th Miami Beach FL  
 Apr 28-30. U Kentucky FL Conf Lexington KY  
 \*Apr 30. NJ Ling Assn, 3rd. Princeton NJ. [See LR 19.5, p7]  
 \*Apr 30. Missouri-Illinois Ling Mtg. St. Louis MO. [Send abstracts by Feb 14 to: Gerald Cohen, Humanities Dept, U Missouri-Rolla, Rolla MO 65401]  
 \*May 3-6. European Cong on Info Systems & Networks, 3rd. Luxembourg. [See LR 19:5, p7]  
 May 3-6. Intl Reading Assn, 22nd. Miami Beach FL.  
 May 13-14. Annual Minnesota Regional Conf on Lang & Ling, 3rd. Minneapolis MN  
 May 14. Conf on Vowel Harmony New York NY  
 May 24-27. Natl Assn for Foreign Student Affairs, 29th. New Orleans LA.  
 May 30-June 2. Natl Sym on Sign Lang Research & Tching Chicago IL.  
 June 7-10. Acoustical Society of America University Park PA.  
 \*June 20-Aug 13. Canadian Ling Inst Montreal, Quebec, Canada (Write, Canadian Ling Inst, c/o Dept of Ling, McGill U, 1001 Sherbrooke St, W, Montreal H3A 1G5, Canada )  
 June 27-30. Intl Sym on Ed Testing, 3rd. Leyden, The Netherlands  
 July 4-9. Intl Cong of Acoustics Madrid, Spain  
 July 26-Aug 25. Salzburg Intl Summer Sch in Ling Salzburg, Austria.  
 Aug 7-14. World Cong of Jewish Studies, 7th Jerusalem, Israel  
 Aug 13-16. Amer Assn of Tchrs of Spanish & Portuguese. Madrid, Spain.  
 Aug 13-17. Annual LACUS Forum, 4th. Montreal, Quebec, Canada  
 Aug 15-18. Intl Cong of Logopedics & Phoniatrics Copenhagen, Denmark  
 Aug 15-20. Intl Conf on the Tching of Spoken Eng. Leeds, England  
 Aug 22-26. Vienna Sym on Semiotics, 3rd Vienna, Austria.  
 Aug 22-26. Intl Conf on Historical Ling, 3rd. Hamburg, West Germany  
 Aug 26-29. Ling Society of Australia Melbourne, Australia.  
 Aug 29-31. App Ling Assn of Australia. Melbourne, Australia.  
 Aug 29-Sept 2. Australian & New Zealand Assn for the Advancement of Science Melbourne, Australia.  
 Aug 29-Sept 2. Intl Cong of Linguists, 12th. Vienna, Austria.  
 Sept 26-30. NATO Sym on Lang, Interpretation & Communication. Venice, Italy  
 Nov 6-8. Ling Assn of Gt Britain London, England.

\*Indicates 1st listing for conf. Complete details on all other items will be found in previous issues (primarily the Sept/Oct LR.)

# linguists wanted

Note: A fee of \$20.00 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.

**U Illinois at Urbana-Champaign** seeks to establish a Cntr for the Study of Reading (see *LR* 19:4, p3) to investigate reading comprehension, especially as it develops among children in grades 3-8. To facilitate this effort, they have initiated a search for 4 persons with backgrounds in reading ed, developmental psych, cognitive psych, ling, or computer science. Competencies of particular interest include the analysis of text structure and its psychological consequences, syntactic and semantic dvlpt, socioling, and info processing analysis of aspects of lang comprehension, but more important than specific areas of specialization is the potential to do outstanding research. Research exp or practical exp in reading is highly desirable. PhD required. These are full time research positions, though there is the possibility of split appts with affiliated tching depts. Appts will be for 11 mos at the asst prof level. While the positions are not permanent, funding is expected to continue for several years under the terms of a large contract with NIE. Starting date: Aug 21, 1977. Send application and request for further info to: Richard W. Griffiths, Assoc Dir, Cntr for the Study of Reading, 1005 W Nevada St, U Illinois, Urbana IL 61801. A CV (credentials), at least 3 current ltrs of reference, and 1 or 2 examples of scholarly writing must be received by Mar 15, 1977.

**Universal Esperanto Assn** invites applications for a position as **Congress and Conf Organizer**. Requirements: training in socioling, work exp in more than one culture, demonstrated organizational ability, willingness to travel, command of at least 2 internationally used langs, and ability to learn langs quickly. Appointee will work in Rotterdam, the assn's headquarters, and around the world, especially in Eastern and Western Europe, organizing the assn's annual congress as well as scientific and other mtgs. Salary: \$8,000-\$11,000 plus travel expenses, depending on qualifications. Send statement of interest, background info, and requirements to: Humphrey Tonkin, Pres, 35 Violet Lane, Lansdowne PA 19050.

**USC-Los Angeles** has an opening for a **linguist**. Appt is for 1 yr under a Mellon Foundation postdoctoral fellowship. Areas: discourse typology, bilingual lang acquisition, the relationship between lang change

and lang acquisition, and development pragmatics. Salary: \$12,500. Deadline for application: Mar 1, 1977. Send ltr of inquiry and supporting materials (vita, ltrs of recommendation, and publications) to: David Malone, Dean of Humanities, Admin Bldg 200, USC, Los Angeles CA 90007

**Illinois Inst of Tech and Gas Dvlpts Corp** have immediate openings for an ESL prog dir and several instructors at a major new tech inst near Algiers, to dvlp an intensive ESL prog for engineering and tech students. Requirements for position as Dir: minimum MA in ling, ESL, or equivalent; extensive exp in planning and directing ESL progs; overseas exp; fluency in French and/or Arabic; some familiarity with technologically oriented ESL progs. Position will be filled in March. Requirements for instructors: MA in ESL or equivalent; tching and overseas exp; some knowledge of French and/or Arabic. There will be 4 openings in March, with additional positions available in Sept. Send resume to: Henry Knepler, Dept of Humanities, Illinois Inst of Tech, Chicago IL 60616.

**U Illinois at Chicago Circle** is seeking a **Coordinator** for its Bilingual-Bicultural Cntr. Responsibilities: dvlpt of cooperative bilingual-bicultural research studies in ed concerned with and conducted in a variety of academic disciplines, such as the lang and lit of bilingual-bicultural groups, ed (curriculum, instruction, and evaluation), ling, and the social sciences; and coordination and facilitation of bilingual-bicultural instructional progs. Qualifications: expertise in bilingual-bicultural studies; PhD and scholarly publications in a related academic area; proven skills for assessing community cultural needs as well as external funding sources. Applicants with exceptional exp and training in the admin of and research in bilingual-bicultural ed will also be considered. Salary and academic rank are negotiable. Nominations and applications should be sent to: Office of Academic Affairs, Rm 2715 University Hall, U Illinois at Chicago Circle, Box 4348, Chicago IL 60680. Deadline: Mar 15.

## GEORGETOWN—from page 1

the specification of *communicative competence*"; Ned Seelye (Office of Bilingual Bicultural Education, State of Illinois), "Teaching the cultural context of intercultural communication."

(6) *Language and Society*. Shirley Brice Heath (Winthrop Coll), on language and politics in the U.S.; Joshua A. Fishman (NIE and Yeshiva U), "Language and ethnicity."

A symposium, organized by the Inter-Agency Roundtable on Language Teaching, will be held prior to the meeting, and a number of interest group sessions (topics not yet announced) will be held the afternoon of the 17th.

## conferences, workshops, seminars

**A Workshop on Language Policy: An Integrative Perspective** will be held March 8, 1977 at U Illinois at Urbana-Champaign. The main aims of the workshop are (1) to focus on cross-cultural, cross-linguistic language policies in selected Asian, African, and Western societies; (2) to present a comparative study of such policies in order to develop a typology of earlier and current language policies; (3) to approach language planning from an interdisciplinary viewpoint, i.e. from the perspectives of education, linguistics, and sociology; and (4) to investigate the possibility of initiating an on-going interdisciplinary project in the area of language policy. In addition to various UIUC faculty members, participants will include Joshua A. Fishman (Yeshiva U) and Rudolph C. Troike (CAL). Attendance will be by invitation and limited to 50 or 60 persons. For further information write: Braj B. Kachru, Div of App Ling, 4088 FL Bldg, U Illinois, Urbana IL 61801.

**The Association for Computational Linguistics** will hold its 15th Annual Meeting March 16-17, 1977 at Georgetown U. The meeting will take place in conjunction with and just prior to the Georgetown University Round Table on Languages and Linguistics. For further information contact: Donald E. Walker, Artificial Intelligence Group, Stanford Research Inst, Menlo Park CA 94025 or Paul G. Chapin, Ling Prog, Nail Science Foundation, Washington DC 20550

**The New Jersey Linguistics Association** will hold its 3rd Annual Meeting April 30, 1977 at Princeton U. Theme: The Practice of Linguistics. The conference format will provide for 3 sessions dealing with pragmatic applications of linguistic theory. Write: Lynn Waterhouse, Trenton St Coll, Trenton NJ 08625

**The 3rd European Congress on Information Systems and Networks** has been scheduled for May 3-6, 1977 in Luxembourg. Organized by the Commission of the European Communities, the congress will provide for discussion of various topics under its main theme of "Overcoming the Language Barrier," including multilingual terminology, the teaching and use of languages (specifically scientific and technical languages) in the community, human and machine-aided translation, multilingual thesauri, and automatic translation. One of the principal goals of this congress will be the development of recommendations for the improvement of existing linguistic tools and the devising of new tools to help overcome the linguistic barrier to communication between producers and users of information systems. Registration information is available from: Loll Rolling, Info Management (XIII-B), Commission of the European Communities, Bâtiment Jean Monnet B4-024, Plateau du Kirchberg, Luxembourg.

**A Conference on Lexicography and the Meeting of**

**the Society for the Study of Dictionaries and Lexicography** will be held June 9-11, 1977 at Indiana St U. A call has been issued for papers on the theory, production, history, and collection of dictionaries. For further information write: J. E. Gates, Dept of Eng & Journalism, Indiana St U, Terre Haute IN 47809.

**A Conference on the Differentiation of Current Phonological Theories** will be held September 30-October 1, 1977 at Indiana U. The conference will bring together the major proponents of a number of new and developing phonological theories and will address itself to the following questions: (1) What specific issues or problems have given rise to this new theory? (2) How does this theory differ from other current theories? (3) What aspects of these differences are formal/empirical? (4) Are there any bases for judging one theory to be superior to another? Theories to be represented include natural generative phonology (Joan Hooper, SUNY-Buffalo); natural phonology (David Stampe and Patricia Miller, Ohio St U); revised standard theory (Stephen Anderson, UCLA); equational phonology (Gerald Sanders, U Minnesota); autosegmental phonology (John Goldsmith, Indiana U); up-side-down phonology (William Leben, Stanford); atomic phonology (Daniel A. Dinnsen, Indiana U). For further details write: Daniel A. Dinnsen, Dir, Phonological Theories Conf, Dept of Ling, Indiana U, Bloomington IN 47401.

---

### Canadian Eskimos Seek Adoption Of Standardized Writing System

Canadian Eskimo leaders have petitioned the Canadian government for adoption of a simplified writing system to be used among the native Eskimo population. The revised written language will both improve communication among native speakers and allow for the standardization of educational materials.

Currently, there are five different written forms in use in the different Arctic regions. The oral language, Inuktitut, is spoken from Greenland to the Bering Strait with only minor varietal differences, but communication among the Eskimo population is still hampered by this diversity of graphic representations, since Eskimo communities are for the most part widely scattered and isolated, necessitating the extensive use of written communication.

The new system would combine two of the five forms currently in use—Roman letters and phonetic symbols—and would standardize not only the spelling of the Eskimo language but the use of simple symbols to represent syllables. Eskimo linguists have advocated the use of both forms because a survey of Eskimo speakers showed strong opposition to dropping one of these methods of representation.

## **RUSSIANS—from page 1**

met with Maria Swanson. Proceeding on to Texas, they observed classes at a high school in Dallas; visited with Albar Peña, Director of the Division of Multilingual Multicultural Studies at U Texas-San Antonio; and met with personnel of the Intercultural Development Research Association, also located in San Antonio.

The primary focus of the California visit of Drs. Malkova and Aseyev was on-site tours of various projects operated by the Bay Area Bilingual Education League, including a regional workshop in Salinas. Other highlights included visits to the Monterey Institute for Foreign Studies, the Asian American Materials Center, and a regional Lau Center.

Drs. Kokkota and Menabde spent most of their time in New Mexico and Arizona observing classes and operational techniques at local Indian schools, including the Acomita Day School, the Rock Point School, and the Ramah Community School. They also visited U New Mexico in Albuquerque, where they met with Bernard Spolsky, Dean of the Graduate School.

The final stop on the tour was New York City, where all eight delegates were involved in a number of activities, including a visit to the Northeast Center for Curriculum Development and the Regional Bilingual Training Resource Center. They also met with Hernán LaFontaine, Executive Administrator of the Center for Bilingual Education for the New York City school system.

A group of American bilingual education specialists was to have made a similar visit to Russia last December, but the visit was cancelled when Soviet authorities denied a visa to Joshua A Fishman of Yeshiva U, and the rest of the delegation refused to go without him. No detailed explanation was given for the refusal of a visa to Dr. Fishman, other than that Intourist (the Soviet travel agency) was having an accommodations problem in regard to the delegation. Although State Department officials subsequently announced that the Russian sponsors of the project had notified the U.S. Embassy in Moscow that the entire U.S. group would be welcome in January, prior commitments have postponed the visit, perhaps until late spring or early summer. Participants are expected to be Bernard Spolsky (U New Mexico);

Hernán LaFontaine (Center for Bilingual Education, NYC Board of Education); Wallace Lambert (McGill U); Albar Peña (U Texas-San Antonio); Maria Swanson (Bilingual Education Service Center); Robert Fournier (National Materials Center, Bedford NH); Michael Krause (U Alaska); Joshua A. Fishman (Yeshiva U); and Dillon Platero (Navajo Division of Education).

Further information on the above is available from: C. Grant Pendill, Jr., Pres, Citizen Exch Corps, 101 Park Ave, New York NY 10017.



## **NATIONAL SYMPOSIUM ON SIGN LANGUAGE RESEARCH AND TEACHING**

HYATT REGENCY CHICAGO  
MAY 30 - JUNE 3, 1977



For more information, contact:

**Angela K. Thames**  
NAD/NSSLRT  
814 Thayer Avenue  
Silver Spring, Maryland 20910  
Telephone (301) 587-1788

### **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

## PERUVIAN BRANCH OF SIL GETS OFFICIAL SUPPORT

On January 10, 1977, the Peruvian Ministry of Education announced that a resolution had been made extending the contract of the Peruvian branch of the Summer Institute of Linguistics for 5 years. This action reversed an earlier decision by the previous government to terminate the contract of the missionary linguist group following a number of attacks on the organization.

The Peruvian government carried out its own investigation of the charges made against SIL and agreed with other positive reports that SIL's work, through providing orthographies for previously oral Indian languages, was extremely instrumental in

bringing the indigenous populations into the mainstream of Peruvian society. By allowing Indians to first learn to read and write in their own languages, SIL's work gives them the learning tools necessary to repeat the process in Spanish or Portuguese, the languages of the majority culture.

In the words of an editorial appearing in *Expreso*, a major Peruvian newspaper, "This decision irrefutably proves that the presence of SIL is needed in the country and that the government would have committed a grave error to cancel the service of a group . . . to whom we owe a debt of gratitude."

## Carter Revises Ford Budget

President Carter's revisions to the 1978 Ford budget were released February 22, 1977 and, for the most part, proved to be very beneficial for education programs at all levels. In categories of special interest, the Carter budget would increase grants for the disadvantaged by \$350 million to \$2.635 billion, Right to Read and Follow Through by \$14 million to \$26 million and \$59 million respectively, and ethnic heritage studies by \$500 thousand to \$2.3 million. The revised budget would also provide a substantial funding increase for bilingual education, raising the level to \$135 million from the \$90 million asked for in the Ford budget. Remaining at the same level are Indian education (\$45 million for 1978, but down from \$57 million in 1976) and the National Institute of Education (\$109 million for 1978, which is up \$39 million from the \$70 million appropriated in 1976).

HEW Secretary Joseph Califano, in his comments on the Carter budget, expressed the view that it was "focused on the needs of children," particularly disadvantaged ones.

## New York in Violation of Civil Rights Laws, Says OCR

The U.S. Office of Civil Rights (OCR) has found the New York City school system in violation of several civil rights laws in its treatment of public school students. In a notice sent to Chancellor Irving Anker January 18, 1977, OCR Director Martin Gerry stated that the results of OCR's 3-year investigation showed the school system to be in violation of Title VI of the 1964 Civil Rights Act, prohibiting discrimination on the basis of race and national origin; Title IX of the 1972 Education Amendments, pertaining to sex discrimination in educational institutions; and Section 504 of the Rehabilitation Act of 1973, involving discrimination against the handicapped.

The OCR report found, among other things, that:

- minority students receive less resources, are subjected to poorer facilities, and get only a limited curricula;

- students whose primary language is other than English are receiving an inadequate education;

- minority and female students at the junior high level are tracked into less desirable vocational and special programs

The school system, which receives over \$200 million yearly in Federal education aid, faces cut off of funds if it does not submit a plan to restructure the system by the middle of this month.

### Featured Inside . . .

Book Notices . . . . .	4
Conferences . . . . .	4-5, 8
Linguists Wanted . . . . .	6
Native American Languages . . . . .	3
View from the Center . . . . .	2

**Coming next month: OCR and the City of Chicago/ The Background, Court Decision, and Implications.**

President/Director Rudolph C. Trolke

Deputy Director John H. Hammer  
Associate Director for Programs  
Roger W. Shuy  
Administrative Vice President  
A. Dudley Ward  
Controller Walter P. McIntosh

Program Director, Bilingual Education  
Rosario Gíngras  
Program Director, Indian Education  
William Leap  
Program Director, International Activities  
Anthony Robson  
Program Director, Information Services/  
ERIC Peter Eddy  
Program Director, Language & Education  
Resources & Service Center  
Allene Grognet  
Program Director, Publications  
Begay B. Atkinson  
Program Director, Research Peg Griffin  
Senior Advisors A. Hood Roberts, David  
DeCamp, Orlando Taylor

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

Subscription rates \$4.50, \$9.50 (domestic  
first class), \$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 works to promote cooperation between linguistics and other disciplines.

The *Linguistic Reporter*, a newsletter for all those concerned with linguistics and its application to practical problems, 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, advertising inquiries, and books for review should be directed to the Editor, *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.

**Board of Trustees**

Arthur S. Abramson, Professor of Linguistics, U. Connecticut, *ex officio*  
Courtney B. Cazden, Professor of Education, Harvard  
John Elmendorf, Senior Program Officer, Academy for Educational Development  
Charles A. Ferguson, Professor of Linguistics, Stanford  
Oscar Garcia, Executive Director, Puerto Rican Legal Defense & Education Fund  
Ass. Hilliard, Dean, School of Education, San Francisco State U.  
Dell H. Hymes, Dean, Graduate School of Education, U. Pennsylvania  
Ilee Lehtis, Professor of Linguistics, Ohio State U.  
Winfred P. Lehmann, Chairman, Department of Linguistics, U. Texas-Austin  
George A. Miller, Professor, Rockefeller U.  
Arnulfo Olivares, President, Texas Southmost Coll.  
Herbert H. Paper, Professor of Linguistics, U. Michigan  
Dillon Piatero, Director, Navajo Division of Education, Navajo Nation  
Billy R. Reagan, General Superintendent, Houston Independent School District  
Frank Robbins, Executive Vice President, Summer Institute of Linguistics  
Delus C. Smith, Consultant, Asia Society  
Malcolm D. Talbot, President, Rutgers U. Foundation  
William Turnbull, President, Educational Testing Service  
Gordon B. Turner, Vice President, American Council of Learned Societies  
Jack H. Vaughn, President, Planned Parenthood Federation of America

## The View from the Center

# Toward Competence In Government



The foreign language teachers in a West Coast community are frustrated and demoralized. The subject matter supervisors for the school system have been given "area" responsibilities, and the foreign language supervisor must now cover all subjects in grades 7-9. For certain schools, she now has little time to give to the foreign language teachers, and when they call the central office, there is no one who can assist them. Until this year, the supervisor provided leadership for the teachers, and the school system had an excellent foreign language program.

The English supervisor in a major metropolitan system took an active role in national organizations, attended conferences, gave papers, and was a prominent figure in the profession. Now he has "area" responsibilities, and is too busy keeping up with other curriculum subjects to stay abreast of his own field. He has become a passive participant in meetings, and has little to contribute.

The director of instruction in another city, with general responsibility for the entire curriculum in the system, was well prepared for his job and undertook it with great enthusiasm. Assigned "area" responsibility with total supervisory responsibility for the schools in one part of the city, in addition to his regular duties, he has worked until his health is endangered trying to fulfill both jobs adequately.

A former program director in the U.S. Office of Education was nationally recognized in his field before accepting his position, and continued to provide intellectual leadership at OE and in the profession. In his position he was closely tied into a network of specialist supervisors at the state and local levels, so that fresh knowledge and information readily flowed from Washington to the local system and back. When OE was reorganized, he was sidelined into an unrelated job, and subsequently resigned from the agency in frustration.

All of these situations are regrettably real, and they are all related. Until the late 1960's, a "specialist" system existed in the Office of Education, and was an important part of a national professional network which helped to support the teacher in the classroom. A decision to abolish this system in OE not only destroyed the capstone of the network, but led to its rapid erosion as *avant garde* states and cities sought to follow the lead of OE. The ripples have continued to move outward, and only last summer reached the first school system described above. It is not unreasonable to speculate that the sharp decline in test scores across the country noted in recent years may have resulted in part from this development.

President Carter has said the American people deserve the most competent government of which they are capable. The present organizational arrangement which denies the benefits of content-area expertise to the nation's educational system cannot be the best that we can have. In a world in which knowledge is continuing to expand at an incredible rate, it is poor policy not to make use of this knowledge in the most productive way possible. Providing a role for content-area specialists within the Office of Education and other agencies would be an important step toward re-establishing competence in government at all levels.

*Rudolph C. Trolke*

# CERTIFYING OF NATIVE AMERICAN LANGUAGE COMPETENCE: A REPORT

by Ken Miner

[Dr. Miner is with the Linguistics Department at U Kansas]

[Editor's Note In order to conform to current space restrictions, this report appears in edited form. The full text will be found in Volume V, No 2 of the Conference on American Indian Languages Newsletter, issued by CAL's Indian Education Program]

Some linguistics departments which currently have staff members researching North American Indian languages are interested in establishing useful relationships with others on their campuses who work with Native Americans. These may be minority student counselors, staff members of Native American Studies programs or departments, members of special committees, organizers of Indian student organizations, instructors in schools of education or social welfare, etc., or simply Native American students themselves.

One possibility is the offering of linguistics department services to Native American students wishing to apply competence in an Indian language to the foreign language requirement in degree programs. Here at the University of Kansas, Professors Robert Rankin, Akira Yamamoto, and I became interested in the extent to which linguistics departments are already doing this, and in the policies and procedures, if any, that are being applied.

As a pilot study, a questionnaire was sent out to linguistics departments' in Canada and in the states of Arizona, California, Colorado, Idaho, Kansas, Michigan, Minnesota, Montana, Nebraska, Nevada, New York, North Carolina, North & South Dakota, Oklahoma, Oregon, Texas, Utah, Washington, Wisconsin, and Wyoming. (Not all of these states have departments of linguistics, but in order to keep the pilot study small, the questionnaire was not sent to programs.) In all, 32 questionnaires were sent out; the request was to "respond if applicable." The questionnaire was deemed applicable simply if there were Native American students at the particular college or university.

Of the 32 questionnaires sent out, 13 were returned. From the responses given to our survey it seems clear, first of all, that official policies on the certification of native language competence do not exist where Native American language fluency is concerned. As reported to us, individual requests for certification are dealt with on an individual basis, not in terms of any pre-established criteria. The comments supplied by one respondent (Robert Rankin, U Kansas) suggest guidelines which could be used to

CAL staff notes that other institutions and programs besides linguistics departments have official mechanisms for certifying speakers in native language fluency although these institutions and programs were not consulted in this survey

firm up official procedures for responding to the native language question:

For unwritten languages I would suggest (1) that the student be asked to prepare a narrative (about 5 minutes) in his/her native language and tape it in the presence of the examiner. Possible topics: a traditional story, an autobiographical sketch, etc. (2) The tape be played to an adult speaker of the language. . . . Ability in the language should be at least as good as a student's knowledge of some Western European language after 16 college hours of study. (3) The adult speaker should then be asked to tape a short passage to test the comprehension of the candidate. (4) The linguist ought to be able to make some kind of determination from these two recordings/translations. If fluent speakers are not available locally, it might be possible to do the tape recordings, etc., by mail—presumably a student will have a period of two or three years in which to fulfill the requirement. Perhaps linguists in various universities around the U.S. and Canada could help each other in this regard.

It should be made clear to prospective candidates that knowledge of lists of words and common expressions will *not* suffice. . .

Interested universities and college programs, when faced with the need for such responses, might want to try Rankin's suggestions and report back on their effectiveness.

It can be argued that the original spirit of the foreign language requirement in degree programs is being violated when any student is allowed to adduce competence in his/her native language. However, it can hardly be denied that this is being done today; our interest was merely to see to what extent North American native languages are involved and what the roles of departments of linguistics are. This brief survey shows that native languages are involved, but so far only to a very small extent. No doubt this is due to the relatively small number of American Indians in higher degree programs to begin with, plus the usual language loss accompanying acculturation. It certainly does not appear to be due to lack of willingness on the part of linguistics departments who have the appropriate expertise.

No department surveyed appeared to have an official policy, even on certifying competence in non-Indian uncommonly taught languages. The responses given reflected the practice and suggestions of individuals only.

An obvious problem area is the difference between competence in an unwritten language and competence in a written one. "Competence" is normally defined to be equivalent to X number of hours of study of a commonly-taught language, yet this latter study may lead only to a reading knowledge. The  
*See Native American—5, Col 2*

## Cornell Offers Intensive Program In Chinese, Japanese & Indonesian

FALCON, Cornell U's special intensive program in Asian languages, will be continued for 1977-78. Under the program, students receive up to 1,200 hours of supervised classroom and laboratory work during the one-year tenure, in a program supervised by members of the linguistics faculty and in drill sections conducted by native speakers.

Instruction for beginning students of Chinese and Japanese will begin in June 1977, with intermediate level instruction scheduled for the fall term. Applicants may also participate only in a beginning intensive study program to be held June 13-August 5, 1977. This year students will also have an opportunity to study Indonesian (Malay) during the fall term, under a course of study providing approximately 960 hours of instruction. Provisions have also been made to offer an intensive program at the advanced level from June 6-August 22, 1977 at the Malang Teacher's Training College in Malang, East Java. (While not specifically part of the FALCON program, this advanced course is being coordinated by John U. Wolff of Cornell's Department of Modern Languages and Linguistics.)

Initial applications are due immediately; final applications must be received by May 1, 1977. Some fellowship support is anticipated. For further information write: Dir, FALCON, Dept of Mod Langs & Ling, Morrill Hall, Cornell U, Ithaca NY 14853

## book notices

**Language as Human Creation**, by *Rogert J Di Pietro* Washington DC, Georgetown U Press, 1976. vii, 38pp \$2 50 cloth.

The first in a series of lectures in languages and linguistics supported by a grant from the Andrew W. Mellon Foundation Di Pietro's lecture focuses on a discussion of some of the wider implications of human creativity with regard to language, the relationship of linguistics to the humanistic pursuits of studies in literature, and suggestions as to how both linguistics and literature can contribute to the teaching of foreign languages

**The Scope of American Linguistics: Papers of the First Golden Anniversary Symposium of the Linguistic Society of America**, edited by *Robert Austerlitz Lisse, The Netherlands, Peter de Ridder Press, 1975. 210pp. \$7 00*

Presents almost the entire proceedings of the symposium, commentaries as well as papers. In addition to introductory remarks by Einar Haugen, the following are included "On Describing Languages" (Kenneth L Pike), "The Challenge of History" (W P. Lehmann), "Applications of Linguistics" (Charles A. Ferguson), "Empirical Foundations of Linguistic Theory" (William Labov); "The Future of Semantics" (Charles J. Fillmore), "Questions of Form and Interpretation" (Noam Chomsky). Papers are preceded by short abstracts.

**Montague Grammar**, edited by *Barbara H Partee* New York, Academic Press, 1976 xv, 370 pp. \$19 50

This book is intended to serve as an introduction to Richard Montague's theories on the syntax and semantics of natural languages, and presents previously unpublished current research exploring extensions of Montague's work Areas cov-

## meetings and conferences

- \*Apr 1-3. Sym on the Dialectology of Caribbean Spanish, 2nd. Santo Domingo, Dominican Republic. [See LR 19:6, p8]
- Apr 1-3 Conf on African Ling, 8th. Los Angeles CA
- \*Apr 2-3. Conf on Presupposition. Lawrence KS. [See LR 19:6, p8]
- April 3-7. Amer Ed Research Assn New York NY
- Apr 4-8. Annual Intl Bilingual/Bicultural Ed Conf, 6th. New Orleans LA.
- Apr 7-9. Conf on Lang Variety in America and Its Implications for Cultural Pluralism Chicago IL
- \*Apr 7-9. Sym/Conf on SE Europe. Columbus OH. [See LR 19:6, p8]
- Apr 10-15 Assn for Childhood Ed Intl. Minneapolis MN.
- Apr 11-15 Council for Exceptional Children, 55th Kansas City MO
- Apr 14-16 SW Areal Lang & Ling Workshop, 6th. Long Beach CA.
- Apr 14-16 Cntral Sts Conf on the Tching of FLs Columbus OH
- Apr 14-16 Canadian Assn of 2nd Lang Tchrs, Ontario Mod Lang Tchrs Assn, and Intl Mtg of the NY St Assn of FL Tchrs, 5th. Toronto, Ontario, Canada.
- Apr 14-17. Chicago Ling Society, 13th. Chicago IL.
- Apr 18-22. Intl Conf on Islam Jerusalem, Israel.
- Apr 21-23 Conf on Frontiers in Lang Proficiency and Dominance. Carbondale IL
- Apr 22-23. Pacific NW Council on FLs, 28th. Spokane WA
- Apr 22-24. Natl Conf on Lang Arts in the Elem Sch. Phoenix AZ
- Apr 22-24. Annual Ling Sym on Romance Langs, 7th. Ithaca NY.
- \*Apr 23. Conf on Comprehension: Reading & Lang. New York NY. (Write: Molly Hawley, Dept of Curriculum & Instruction, NYU, 239 Greene St, 2nd Fl, New York NY 10003.) [Featured speakers: Courtney Cazden (Harvard) and James Britton (U London)]
- Apr 23-24. Conf on Montague Grammar, Philosophy & Ling. Albany NY.
- Apr 25-26 N Amer Conf on Afro-Asiatic Ling, 5th Ithaca NY.
- Apr 25-30. Conf of the Asian Assn on Natl Langs, 4th Kuala Lumpur, Malaysia.
- Apr 28-May 1. TESOL Conv, 11th. Miami Beach FL.
- Apr 28-30. U Kentucky FL Conf Lexington KY
- \*Apr 28-30. NE Conf on the Tching of FLs Washington DC (Write James W Dodge, P O. Box 623, Middlebury VT 05753.) [Theme: Lang: Acqulsition, Application, and Appreciation ]
- \*Apr 29-May 1. Annual CA Ling Assn Conf, 7th. Fresno CA (Write Graham Thurgood, CLAC Prog Coord, Ling Dept, CSU, Fresno CA 93740.)
- Apr 30 NJ Ling Assn, 3rd Princeton NJ.
- Apr 30. Missouri-Illinois Ling Mtg. St. Louis MO
- May 3-6. European Cong on Info Systems & Networks, 3rd Luxembourg.
- May 3-6 Intl Reading Assn, 22nd. Miami Beach FL.
- May 13-14 Annual Minnesota Regional Conf on Lang & Ling, 3rd Minneapolis MN.
- May 14. Conf on Vowel Harmony New York NY. [See LR 19:6, p8]
- May 24-27. Natl Assn for Foreign Student Affairs, 29th. New Orleans LA.

ered include general semantics, transformational extensions of Montague grammar, the semantics of degree, scope phenomena, movement transformations, and relative clauses; and factives and propositional level constructions in Montague grammar.

## meetings and conferences

- \* May 26-28 Annual Conf of the Canadian Society for Asian Studies. Fredericton, N.B., Canada (Write: Bernard Bernier, Anthro Dept, U Montreal, Montreal, Que, Canada H3C 3J7)
- May 30-June 3. Natl Sym on Sign Lang Research & Tchng. Chicago IL.
- June 7-10 Acoustical Society of America University Park PA
- \* June 9-11. Conf on Lexicography and Society for the Study of Dictionaries and Lexicography Bloomington IN. [See LR 19 5, p7]
- June 20-Aug 13. Canadian Ling Inst Montreal, Quebec, Canada
- June 27-30 Intl Sym on Ed Testing. 3rd Leyden, The Netherlands
- July 4-9. Intl Cong of Acoustics Madrid, Spain
- \* July 6-Aug 17. Biennial Summer Sem in Diplomatic & Paleography Medieval Ling & Logical Texts. Cambridge MA [See LR 19 2, p8]
- July 26-Aug 25. Salzburg Intl Summer Sch in Ling. Salzburg, Austria.
- Aug 7-14 World Cong of Jewish Studies, 7th. Jerusalem, Israel
- \* Aug 11 Amer Dialect Society. Honolulu HI
- \* Aug 12-14 LSA Summer Mtg Honolulu HI [Deadline for abstracts Apr 15, 1977]
- Aug 13-16. Amer Assn of Tchrs of Spanish & Portuguese Madrid, Spain.
- Aug 13-17 Annual LACUS Forum, 4th Montreal, Quebec, Canada. (Write: LACUS, POB 101, Lake Bluff IL 60044)
- Aug 15-18 Intl Cong of Logopedics & Phoniatrics Copenhagen, Denmark
- Aug 15-20. Intl Conf on the Tchng of Spoken Eng. Leeds, England.
- Aug 22-26 Vienna Sym on Semiotics, 3rd Vienna, Austria.
- Aug 22-26 Intl Conf on Historical Ling, 3rd. Hamburg, West Germany
- Aug 26-29 Ling Society of Australia Melbourne, Australia
- Aug 29-31. App Ling Assn of Australia Melbourne, Australia.
- Aug 29-Sept 2 Australian & New Zealand Assn for the Advancement of Science Melbourne, Australia
- Aug 29-Sept 2 Intl Cong of Linguists, 12th Vienna, Austria.
- Sept 26-30 NATO Sym on Lang, Interpretation & Communication. Venice, Italy
- \* Sept 30-Oct 1 Conf on the Differentiation of Current Phonological Theories. Bloomington IN. [See LR 19.5, p7]
- Nov 6-8. Ling Assn of Gt Britain London, England

### 1978

- Mar 27-Apr 1 Cong on Lang Learning. Lucerne, Switzerland
- Apr 3-7 Intl Sym on the Use of Computers in Ling & Lit Research, 5th Birmingham, England.
- Aug. Intl Conf on Methods in Dialectology, 3rd. London, Ont, Canada
- Aug 14-20 World Cong of Sociology, 9th Uppsala, Sweden.
- Aug 21-26 Intl Cong of App Ling, 5th. Montreal, Canada [Abstracts by Apr 30, 1977 to Jacques D Girard, Sec of the 1978 AILA Cong, U Montreal, Box 6128, Sta A, Montreal, Que, Canada H3C 3J7]

\* Indicates 1st listing for conf. Complete details on all other items will be found in previous issues (primarily the Sept/Oct LR)

## NATIVE AMERICAN—from page 3

Indian student is required to be able to speak and understand. One obvious way to equalize the requirements is to require writing ability in the case of the student offering the written language. But even this arrangement would still weigh against the student offering the unwritten language, since presumably the student who speaks and understands the unwritten language would have the ability to read and write it as well, if it were a literary language, while the converse is not true for the student offering the written language, who thus gets by with less overall demonstrated competence.

However, this does not seem to be a large problem at the moment, since the Indian language that came up most frequently in the questionnaire responses was, as expected, Navajo, which does have a written form. (Unfortunately those reporting on Navajo did not indicate whether knowledge of the written form of Navajo was required.) Eventually, though, different problems could arise, because there are considerably more writing systems for North American native languages than many people are aware of; several of these have achieved a degree of community acceptance. It may be difficult in the future to decide whether to require competence in, for example, the Cree-Ojibwe-Eskimo syllabary, the Fox-Potawatomi syllabary, the Winnebago syllabary, the Cherokee syllabary, etc., since, although some oldsters are very proficient in a few of these, younger people often do not know them at all.

A potentially more serious problem may be the practice of allowing fulfillment of the foreign language requirement by the option of taking X number of hours of course work in the language. North American Indian language courses are definitely on the increase, most notably at Haskell Indian Junior College, but also in many community centers and at other colleges and universities (the questionnaire alone revealed, for example, that Dakota and Ojibwe are being offered at the University of Minnesota; Hopi, Sioux, and Diegueño at San Diego State; and Seneca at SUNY-Buffalo). In my experience, however, the level of instruction is not always on a par with the general norm for second language teaching in the U.S. and Canada.

In closing, our recommendation would be that linguistics departments having Indianists on their staff make their areas of expertise known to others on campus who are working with Indian students. This is a gesture of good will that can help to deepen the relationship between American linguistics and American Indians. At the same time, the development of official policies and procedures with regard to certifying competence in Indian languages is highly desirable in order to make a serious commitment to fairness for all concerned.

**New CAL Publication: Spanish-English Bilingual Education in the U.S., by Manuel Ramirez et al \$3.95.**

# Linguists wanted

Note A fee of \$20.00 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 ESL Section of UCLA's Dept of Eng expects to fill 3 positions, one permanent and one temporary, beginning with the 1977-78 academic yr. Positions will probably be at the asst prof level, but higher levels are possible. Interested PhD holders—qualified to tch and guide grad student research in the areas of psycholing, socioling, and lang ed (TESL, TEFL, ESD, and bilingual/bicultural ed)—are encouraged to send a ltr of interest and CV to Russell N. Campbell, Vice Chmn, Dept of Eng (ESL), UCLA, 405 Hilgard Ave, Los Angeles CA 90024.

The Eng Lang Servicing Unit at U Khartoum has 3 vacancies. General requirements for all 3 posts include MA or PhD (not necessarily in Eng), exp in app ling, ed, or TEFL; and some Eng lang tching exp, preferably in Eng for Special Purposes (ESP) and/or in the Arab world. (1) *App linguist (senior lecturer level)*. Clear research interests in ESP required. Appointee will be responsible for the planning and dvlp of several courses in addition to a normal tching load. Some research work, including in a supervisory capacity. Salary: Sudanese £3165-3700. (2) *Head of the Scientific Eng Section*. At least 5 yrs' EFL tching exp required; admin exp preferred. Duties will include the organization of EST courses for the Faculty of Science. Salary: dependant on level of appt. (3) *Lecturer in ESP*. Appointee will work in at least 2 depts and will eventually be required to take charge of an Eng prog in one of the depts. Salary: Sudanese £2000-3065. Transportation, subsidized housing, and other allowances are provided for all posts. Send application in 2 copies, including CV and names of 3 referees via airmail to: Asst Principal (Personnel), U Khartoum, P.O. Box 321, Khartoum, Sudan. Applicants residing in the U.K. should also send 1 copy to Inter-U Council, 90-91 Tottenham Ct Rd, London W1P 0DT, England.

The Dept of Fis and Ling at U Texas-Arlington will have an opening (pending final legislative appropriation) for a linguist at the asst prof level, beginning Sept 1, 1977. Applicants should be prepared to tch courses at the grad level in a variety of approaches and interests. The dept offers grad progs in cooperation with the Intl Ling Cntr (part of SIL) in Dallas. Candidates must have PhD, publications, and tching exp. Salary \$12,500. Deadline: Apr 1, 1977. Send ltr of application and vita to: Virgil L. Poulier, Chmn, Dept of Fis and Ling, U Texas-Arlington, Arlington TX 76019.

The Eng Dept at San Francisco St U has 3 vacancies, all beginning Sept 1977. (1) *Asst Prof of TEFL/App Ling*. PhD with emphasis in TEFL/EFL/App Ling required. Areas of responsibility include Socioling (social dialects, bilingualism, pidgins and creoles, lang maintenance), liaison and collaboration with Sch of Ed in Bilingual/Cross-cultural Specialist Credential Program. Must be prepared to tch introductory ling, Eng to foreign students, and grad professional courses (methods, materials, student tching) in MA TEFL program. Will be expected to establish and maintain liaison with schools in the community that have EFL/ESL and bilingual progs. May need

to admin summer prog in EFL/ESL for tchers and students. Commitment will be to a prog that includes tching Eng to foreign students and preparing tchers for EFL/ESL and bilingual progs. Tenure-track appt. (2) *Lecturer in TEFL/App Ling*. Same requirements. Areas of responsibility: Psycholing (emphasis on 2nd lang acquisition, learning strategies, error analysis, motivation). Tching of reading and writing in EFL/ESL and bilingual prog. Must be prepared to tch introductory ling, Eng to foreign students, and grad professional courses (methods, materials, student tching) in MA TEFL program. Temporary appt. (3) *Lecturer in Composition/App Ling*. One-year appt with possibility of 2nd upon satisfactory evaluation. PhD in Eng/Eng Ed with tching of composition, minor in app ling. Areas of responsibility: tching writing at all levels, evaluation of performance in composition; admin of writing progs and training tchers of composition, introductory ling. Send ltr and CV to Thurston Womack, Acting Chmn, Eng Dept, SFSU, San Francisco CA 94132.

Applications are invited for 2 openings in the Dept of Anthro at U Sydney. (1) *Lectureship in anthropological ling*: prefer applicants with training, tching, and research interests in both cultural anthro and ling; applicants should be prepared to promote research and tching progs in Australian, SW Pacific, S Asian, or SE Asian studies. (2) *Lectureship in mod community studies/urban anthro*: appointee will be expected to foster tching and research in Australian society. Both are permanent positions, but may be filled, at first, for a 3-yr period. Salary range: \$13,580-\$18,389. Applications, including CV, list of pubs, and names of 3 referees should be sent by Mar 20, 1977 to Registrar, U Sydney, N.S.W. 2006, Australia.

The Sch of Social Sciences at U Cal-Irvine announces the possibility of a 1-yr lecturer appt to tch courses selected from syntax, semantics, phonology, and other related fields of ling and appropriate areas of social science. Appointee would be expected to be an active researcher in the area of theoretical ling (formal grammar). Demonstrable ability in theoretical ling required, as well as PhD (preferably in ling) either completed or imminent. Applications for a visiting appt, i.e. candidates taking a 1-yr leave from their home institution, will also be considered. Send a detail statement of current and long-term tching and research interests, vita, samples of completed research, and names of 3 or more referees to Myron L. Braunstein, Assoc Dean, Sch of Social Sciences, U Cal, Irvine CA 92717. Deadline: May 1, 1977.

Visiting lecturer in ling, Brown U. 1-yr temporary position. Either a part time or possibly a full time position will be available in the Dept of Ling during the 1977-78 academic yr. PhD in ling required, exp in tching courses on historical and comparative ling, as well as socioling approaches to lang change. Familiarity with child lang acquisition, pidgins and creoles, dialectology, and the comparative study of Eng and a non-Indo-European lang family is desirable. Send ltr of application, including vita, by Apr 1, 1977 to Philip Lieberman, Chmn, Dept of Ling, Box E, Brown U, Providence RI 02912.

The Dept of Ling at Stanford expects to make an appt in socioling at the asst prof level, starting Fall 1977. Need specialist in the correlation of lang variation to social stratification and in bilingualism. PhD required. Candidate should have a strong interest in both theory and methodology and should be actively engaged in research on bilingual problems of importance to California, i.e. involving a lang such as Spanish, Portuguese, Cantonese, Japanese, or Tagalog. Send vita, sample papers, and names of referees to: Elizabeth C. Traugott, Chmn, Socioling Search Cte, Dept of Ling, Stanford U, Stanford CA 94305. Closing date: Mar 15, 1977.

The Dept of Ling at Northwestern U has an opening for a  
See *Linguists Wanted*—8, Col 1

New from Newbury House . . .

# *Studies in Romance Linguistics*

edited by Michio Peter Hagiwara

The 19 provocative research papers and one panel discussion which made up the Fifth Linguistic Symposium on Romance Languages. A revealing index of the scope and direction of linguistic inquiry among contemporary scholars. Such luminaries as Hall, Izzo, Malkiel, and Valdman (and some very promising younger researchers) cover a wide spectrum of concerns from structural as well as generative-transformational points of view. □ \$10.95

*In the tradition of such previous Newbury House books as . .*

## **LANGUAGE AND SEX**

*Thorne and Henley, eds.* Probably the best existing single-volume survey of the impact of language on sex roles, stereotyping, discrimination, and liberation. □ \$8.95

## **EXPLORATIONS OF THE LINGUISTIC ATTITUDES OF TEACHERS**

*Williams et al.* Provocative research into the effects children's speech patterns have on their teachers' attitudes toward them. □ \$5.95

## **TALKING BLACK**

*Roger D. Abrahams.* What the rapidly-changing language patterns of Black Americans reveal about their social situation and heritage. □ \$6.95

## **THE SOCIOLOGY OF LANGUAGE**

*Joshua A. Fishman.* Social implications of language, and the growing interaction between social scientists and linguists. □ \$5.95

## **LANGUAGE IN RELIGIOUS PRACTICE**

*William J. Samarin, ed.* 11 scholars from varied disciplines analyze differences in language usage among Christians, Jews, Hindus, and so-called "primitive" religions. □ \$7.95

## **SOCIOLINGUISTICS: A BRIEF INTRODUCTION**

*Joshua A. Fishman.* How language patterns promote or impede social success, plus other insights from a fascinating new discipline. □ \$4.50

I enclose \$\_\_\_\_\_ for the books checked above.  
Please ship them promptly to:

Please send me a free, complete catalog of Newbury House books.

Name \_\_\_\_\_

School \_\_\_\_\_

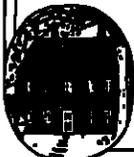
Address \_\_\_\_\_

\_\_\_\_\_ Zip \_\_\_\_\_

# *Newbury House Publishers*

68-L Middle Road • Rowley, Massachusetts 01969

*Language Science / Language Teaching / Language Learning*



## LINGUISTS WANTED—from page 6

Linguist who will play a significant role in the strengthening of the dept's offerings in general ling. This is a 3-yr appt at the asst prof level, beginning with the 1977-78 academic yr, with an opportunity for promotion and tenure. Applicants should have a strong background in ling theory; competence in

phonology is particularly desirable. The dept also emphasizes a prog in lang and behavior (including psycho- and socioling), and some interest in the application of ling theory to problems in this area would be appropriate. Candidates must have PhD in hand by Sept 1, 1977. Send CV and other relevant material to: Gilbert K. Krulac, Chmn, Dept of Ling, Northwestern U, Evanston IL 60201.

## conferences, workshops, seminars

The Instituto Tecnológico de Santo Domingo will sponsor the **2nd Symposium on the Dialectology of Caribbean Spanish** April 1-3, 1977. The purposes of the symposium are to renew interest in and promote a healthy interchange on the subject of advances in dialectology among the Caribbean nations, as well as further knowledge of Antillean Spanish and linguistic theory in general. Topics to be covered include: (1) Dialectological Studies in Caribbean Spanish; (2) Vertical Dialects of San Juan; (3) Elision of /d/ in the Spanish of Caracas; (4) Problems in the Investigation of Phonological Variability in Caribbean Spanish; (5) Sociolinguistic Aspects of the Dialect of the Dominican Capital; etc. Special provision has also been made for panel discussions of dialectology and linguistic theory in the areas of morphosyntax, sociolinguistics, and phonology. Further information is available from: Max A. Jimenez Sabater, Inst Tecnológico de Santo Domingo, Aptdo 249, Zona 2, Santo Domingo, Dominican Republic.

The Departments of Linguistics and Philosophy at U Kansas will sponsor a **Conference on Presupposition** April 2-3, 1977. Invited speakers: Lauri Karttunen (U Texas-Austin), Stanley Peters (U Texas-Austin), Richmond Thomason (U Pittsburgh), and James McCawley (U Chicago). Papers presented at the conference will be published, possibly as a volume in Academic Press's *Syntax and Semantics* series. For further information write: Kurt Godden, Dept of Ling, U Kansas, Lawrence KS 66045.

A **Symposium/Conference on Southeastern Europe in the 1970's** will be held April 7-9, 1977 at Ohio State U.

The meeting will involve (1) a symposium sponsored by the university and (2) a conference consisting of panels sponsored by the American Association for Southeast European Studies, the Bulgarian Studies Group, the Modern Greek Studies Association, and the Romanian Studies Group. The symposium will focus on problems of the area in a transnational and interdisciplinary context, while the panels will take up disciplinary questions as they relate to a specific country, including questions involving languages and linguistics, folklore, history, social sciences, and literature. Write: E. Garrison Walters, Dean, Ohio St U, Columbia OH 43210.

The Graduate Center of CUNY will host a **Conference on Vowel Harmony** May 14, 1977. Keynote speaker: Stephen R. Anderson (UCLA). Abstracts of previously unpublished papers dealing with any aspect of vowel harmony are invited, with preference given to papers involved with theoretical issues in the description of vowel harmony. Deadline: April 1, 1977. Pre-registration (until April 1): \$4.00; \$3.00 student. Write: Robert Vago, Coord, CUNY Ling Conf on Vowel Harmony, PhD Prog in Ling, Grad Cntr of CUNY, 33 W 42nd St, New York NY 10036.

A call for papers has been issued for a **Section on Standard and Non-Standard Dimensions of Foreign Language Teaching**, to be part of the 91st Annual Meeting of the Modern Language Association (December 26-29, 1977 in New York City). The topic for this year's session will be "Bilingual Literacy." Send abstracts by May 1, 1977 to: Yolanda R. Solé, Dept of Spanish & Portuguese, U Texas-Austin, Austin TX.

### 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** a newsletter in applied linguistics  
**REPORTER**

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

## California Adopts New Bilingual Ed Legislation

One of the most significant pieces of legislation to affect bilingual education in California was signed into law on September 14, 1976. AB 1329, the Chacon-Moscone Bilingual Bicultural Education Act of 1976, requires that each limited or non-English speaking student enrolled in the California public school system (grades K-12 inclusive) be offered, at a minimum, bilingual learning opportunities. The specific type of instruction or program a school district is required to provide would depend on the presence of specified numbers of the target group. Limited English speaking students who are not enrolled in one of these specified programs are entitled to receive instructional services in an individual learning program. The bill has 2 separate but related mandates. The following provisions are applicable to all California public schools whether or not the schools become eligible to receive funds under the legislation. All schools must:

- Participate in the annual state census of limited and non-English speaking students.
- Assess achievement in basic skills of each identified limited or non-English speaking student on a yearly basis.
- Provide an individual learning program for each identified limited or non-English speaking student as a result of an individual student evaluation and parent consultation. For schools receiving categorical aid funds to serve limited or non-English speaking students and operating an individual learning program, the local district must certify to the State Board of Education that sufficient bilingual cross-cultural teachers and aides are available to the school.
- Establish a school level advisory committee where there are more than 20 limited English speaking students in a school. Where there are more than 50 limited English speaking students in a district, the district must establish a district level advisory committee.

- Offer, in kindergarten through grade 6, where the number of limited or non-English speaking students warrants according to the bill, either partial bilingual instruction, full bilingual instruction, or a bilingual bicultural education program.

- Employ as teachers and aides to provide instruction  
*See California—8, Col. 1*

### BILINGUAL EDUCATORS TO MEET

The 6th Annual International Bilingual Bicultural Education Conference will be held April 4-8, 1977 in New Orleans LA. Sponsored by the National Association for Bilingual Education (NABE), the National Bilingual Resource Center of U Southwestern Louisiana, the U.S. Office of Bilingual Education, the Council for the Development of French in Louisiana, the Center for Latin American Studies at Tulane, the Cordell Hull Foundation, and the Louisiana State Department of Education, the theme of the conference is "Bilingual Education: A Dream and a Reality." Participants will be given the opportunity to attend pre-convention workshops, lectures, presentations by invited speakers, and workshops, as well as observe numerous demonstrations and exhibits.

A full schedule of pre-convention workshops has been planned. Topics to be covered include language proficiency, strategies for effecting multicultural education, present and future legislation for bilingual education, peer counseling and bilingual education, motivational activities, language and its role in higher education, psycholinguistics as related to Spanish reading, and bilingual education in the middle school.

Invited speakers and their topics are: Stephen Aiello (Vice Pres, NYC Board of Ed), "Does Bilingual Education Lead to Separatism?"; Thomas Arceneaux  
*See Bilingual—8, Col 2*

#### Featured Inside . . .

Conferences . . . . .	6.8
Linguists wanted . . . . .	4
OCR and the Chicago schools . . . . .	3
View from the Center . . . . .	2

#### NABE ELECTION RESULTS

President . . . . .	Juan Solis
Vice President . . . . .	Carmen A. Perez
Secretary . . . . .	Hank Oyama
Treasurer . . . . .	Arturo Gutierrez

President/Director Rudolph C Troike

Deputy Director John H Hammer  
Associate Director for Programs  
Roger W. Shuy  
Administrative Vice President  
A Dudley Ward  
Controller Walter P. McIntosh

Program Director, Bilingual Education  
Rosario Gingras  
Program Director, Indian Education  
William Leap  
Program Director, International Activities,  
Anthony Robson  
Program Director, Information Services/  
ERIC Peter Eddy  
Program Director, Language & Education  
Resources & Service Center  
Allene Grognet  
Program Director, Publications  
Begay B Atkinson  
Program Director, Research Peg Griffin  
Senior Advisors A Hood Roberts, David  
DeCamp, Orlando Taylor

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 works to promote cooperation between linguistics and other disciplines.

The *Linguistic Reporter*, a newsletter for all those concerned with linguistics and its application to practical problems, is published 8 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, advertising inquiries, and books for review should be directed to the Editor, *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 first class), \$14.50 (foreign airmail).

**Board of Trustees**  
Arthur S. Abramson, Professor of Linguistics, U Connecticut, *ex officio*  
Courtney B. Cazden, Professor of Education, Harvard  
John Elmendorf, Senior Program Officer, Academy for Educational Development  
Charles A. Ferguson, Professor of Linguistics, Stanford  
Oscar Garcia, Executive Director, Puerto Rican Legal Defense & Education Fund  
Aas Hilliard, Dean, School of Education, San Francisco State U  
Dell H. Hymes, Dean, Graduate School of Education, U Pennsylvania  
Jae LeHiste, Professor of Linguistics, Ohio State U  
Winfred P. Lehmann, Chairman, Department of Linguistics, U Texas-Austin  
George A. Miller, Professor, Rockefeller U  
Arnulfo Oliveira, President, Texas Southmost Coll  
Herbert H. Paper, Professor of Linguistics, U Michigan  
Christina Bratt Paulston, Chairman, Department of Linguistics, U Pittsburgh  
Dillon Platano, Director, Navajo Division of Education, Navajo Nation  
Billy R. Reagan, General Superintendent, Houston Independent School District  
Frank Robbins, Executive Vice President, Summer Institute of Linguistics  
Datus C. Smith, Consultant, Aale Society  
Malcolm D. Talbot, President, Rutgers U Foundation  
William Turnbull, President, Educational Testing Service  
Gordon B. Turner, Vice President, American Council of Learned Societies

## The View from the Center

# Language Rights



Although not yet fully codified into law, one of the rapidly emerging legal issues in the United States today is that of language rights. Propelled almost simultaneously by several forces, language is moving both by direction and by implication to take its place alongside race, sex, religion, and national origin as a characteristic against which discrimination is prohibited. More positively, both through court decisions and Congressional legislation, as well as through executive action, the right to use and to understand in one's native language is becoming increasingly recognized as a basic principle.

The most immediate impulse behind this development is, of course, the Civil Rights Act of 1964, which included national origin as one of the prohibited grounds for discrimination. Since use of a language other than English is often a concomitant of a particular national origin, the Office of Civil Rights (DHEW) in 1970 by extension made this a basis for legal action, and the Supreme Court's *Lau* decision in 1974 further established the recognition of language rights: the right of students to instruction in a language they understand.

The 1976 amendments to the Voting Rights Act requiring voting information and ballots to be in the language of the voter, the Congressional resolution last year requiring the Census Bureau to issue questionnaires in Spanish, and the court order in Chicago requiring public telephones to carry instructions in Spanish, are all milestones in the process. The recognition that an answer by a court witness is not valid evidence if the witness does not know English well enough to understand the question figured in the legal history of a recent Supreme Court case (in which a linguist, William Wang [U Cal-Berkeley], had provided earlier testimony). Former Senator John Tunney's proposed Bilingual Courts Act is a further step toward protecting the rights of linguistic minorities in the use of their own language in court proceedings.

(For the benefit of lexicographers, the term "language rights" was first attested by Roger Shuy during a staff discussion at the Center for Applied Linguistics in February 1976. It may thus join an earlier CAL coinage, "language of wider communication," as a useful contribution to the lexicon.)

The recent "plain English" movement supported by President Carter and publicized by several insurance companies for its advertising value, as well as the "Truth in Labeling" concept, are both manifestations of the language rights issue. Donald Larkin (Georgetown U) recently testified before a Federal Trade Commission hearing on the meaning of the term "natural" as used in product labeling, and Veda and Robert Charrow (CAL and Howard U) are conducting a significant study of the comprehension of jury instructions. Further areas involving language rights include bias, medical diagnosis, and the delivery of social services. More are sure to come.

Language rights: a new area for applying linguistics.

*Rudolph C. Troike*

# OCR and the Chicago Schools: Minority Rights Reaffirmed

[Editor's Note: Although the Chicago case dealt with both racial discrimination and the language rights of minority children, the following article takes up the language rights question only. Chicago's actions will be discussed in the May issue.]

On February 15, 1977 Administrative Law Judge Everett J. Hammarstrom found Chicago Public School District #299, the Illinois Office of Education, and the City of Chicago in violation of a number of legislative acts related to non- or limited-English speaking national origin minority children, including Title VI of the 1964 Civil Rights Act and *Lau v. Nichols*. Stemming from an action brought by the U.S. Office of Civil Rights for the Department of Health, Education, and Welfare, the decision may well prove to have consequences reaching far beyond the confines of the Chicago case. The following provides a summary of the history, legislative action, and conclusions pertaining to this case.

## THE BACKGROUND

On March 23, 1972, Chicago Public School District #299 routinely submitted an "Assurance of Compliance with the Department of Health, Education, and Welfare Regulation under Title VI of the Civil Rights Act of 1964." An also routine review of the school district was subsequently initiated in 1974 to determine whether the district was, in fact, in compliance with all Title VI requirements. Pursuant to the review's findings, then OCR Director Martin Gerry, in an October 6, 1975 letter, informed the district that it was in violation of Title VI on 3 counts: (1) teachers and professional staff had been and were still being assigned in a manner which would create or maintain "the racial identifiability" of many schools as intended for children of a particular race; (2) teachers with significantly less competence in terms of professional training and experience had been assigned to schools attended predominantly by minority group children; (3) the district had failed to provide special instructional services for a minimum of 6,206 students whose first language was other than English and without such services, their lack of effective English language skills was hindering their successful participation in the instructional program.

After several extension requests, on February 13, 1976 Dr. Joseph P. Hannon, General Superintendent of Schools for the City of Chicago, submitted the district's "Plan to Integrate Facilities, Equalize Professional Staff Services, and Provide Special Services to National Origin Minority Children." Although numerous discussions took place between OCR and Chicago Board of Education staff, revisions to the plan required by OCR were not agreed to, and on March 31, 1976 OCR's Gerry informed the district that it was still in non-compliance with Title VI.

There then ensued a series of court actions, culminating in the case brought before Judge Hammarstrom.

## THE CASE

The issues in the case were as follows: (1) Was the school district actually in violation of Title VI in terms of its policies and practices related to language instruction for students whose first language is other than English? (2) Was it in violation of Title VI from the viewpoint of faculty and professional staff assignment? (3) Did DHEW take all the necessary steps to secure voluntary compliance? (4) If the district is in non-compliance, what, if any, kinds of Federal assistance should be terminated?

Witnesses for the complainant included Edward A. DeAvila, Director for Research and Educational Planning for Bilingual Children's Television; Josue M. Gonzalez, Associate Professor of Education at Southern Methodist University; Hernan LaFontaine, Executive Administrator of the Center for Bilingual Education, New York City Board of Education; and Roger W. Shuy, Associate Director for Programs, Center for Applied Linguistics, and Professor of Linguistics, Georgetown University. One of the primary contentions of DHEW, supported by the affidavits of these and other witnesses, was that the district's violation of Title VI was due to its inability to provide services for some 31,000 language handicapped children and its failure to adequately identify and assess its minority students. The district was said to have improperly identified and assessed 6,206 children in its 1974 survey—a fact which surfaced during a March 1976 survey which, according to DHEW, was still employing faulty techniques because of its failure to assess and identify an additional 25,000 language handicapped children.

DHEW also submitted evidence of numerous attempts to obtain voluntary compliance from the district, attempts going back to a 1964 notice that faculty and staff assignments were resulting in a disproportionate concentration of minority teachers in schools with high minority enrollment. The case concluded with a discussion of which areas of Federal funding were affected by the district's non-compliance.

## THE DECISION

Judge Hammarstrom's findings were, in part, that:

- The School District has failed to take the affirmative steps necessary to open its instructional program to its non- or limited-English speaking national origin minority school children in violation of *Lau v. Nichols*, 414 U.S. 560 (1974) and Title VI of the Civil Rights Act of 1964.

- The School District has violated Title VI of the Civil Rights Act of 1964 by failing to adequately identify and assess its national origin minority students.

- The School District's assessment and identification efforts have restricted non- or limited-English speaking national origin minority children from enjoying the benefits of the School District's educational programs in violation of Title VI.

See OCR—6, Col. 1

## Linguists Wanted

Note: A fee of \$20 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 Dept of Ling at U Ife has 2 vacancies: one for a scholar working in phonetics and phonology, and the other for someone working in either syntax/semantics or socioling. Appts are expected to be made at the asst or assoc prof level, but more experienced candidates may also apply. Send applications to: Registrar, U Ife, Ile-Ife, Nigeria.

The Dept of Ling at U Calgary may have 1 or 2 visiting appts available for 1977-78, subject to budgetary constraints. Ranks and salaries negotiable. Minimum qualifications: PhD or ABD; interest in tching undergrad and grad courses in phonetics (articulatory and acoustic) and app ling (TEFL). Send CV and 3 ltrs of recommendation to: Eung-Do Cook, Head, Dept of Ling, U Calgary, Calgary, Alberta, Canada T2N 1N4.

UCLA: 1 yr replacement position, full-time, and possibly an additional position for 1 or 2 quarters. Priority need is for phonologist (PhD, some publications, and exp required). Specialists in other areas are invited to apply for the part-time position. Send CV and names of 3 references to: Robert Stockwell, Chmn, Search Cte, Dept of Ling, UCLA, Los Angeles CA 90024.

Illinois Inst of Tech and Gas Dvlpts Corp will have openings in Sept for several instructors at a major new tech inst near Algiers, to tch in an intensive ESL prog for engineering and tech students. Requirements: MA in ESL or equivalent; tching and overseas exp; some knowledge of French and/or Arabic. Competitive salaries and allowances. Send ltr and resume to: Henry Knepler, Dept of Humanities, Illinois Inst of Tech, Chicago IL 60616.

Tcher Ed: Supervisor of Student Tching, U Cal-San Diego, effective July 1, 1977. Duties: supervision of student tchers and instruction in bilingual tching techniques. Qualifications: advanced degree in a field related to bilingual and cross-cultural ed and/or child-centered ed, and extensive elementary or secondary tching exp. Send CV to: Hugh Mehan, Dir, Personnel Cte, Tcher Ed Prog (D-002), U Cal-San Diego, La Jolla CA 92093.

U Texas-San Antonio: Position at the asst prof level, starting Sept 1977, for a bicultural studies and bilin-

gual/2nd lang methodology specialist. Duties will include tching grad and undergrad courses in specialty areas, advising, and prog dvlpt. PhD required; expertise in bicultural bilingual/2nd lang methodology and bicultural ed; public sch exp or equivalent; knowledge of biculturalism and its application to ed; oral and written proficiency in Spanish and Eng. Send ltr of interest and supporting materials (vita, transcripts, ltrs of recommendation) to: Albar A. Peña, Dir, Div of Bicultural Bilingual Studies, U Texas, San Antonio TX 78285.

The Dept of Audiology and Speech Sciences at Purdue has an opening at the asst or assoc prof level for a linguist with specialty in phonology. Candidate must be willing to cooperate with researchers in experimental phonetics and lang acquisition. Tching assignments will involve undergrad courses in general ling as well as grad courses in phonology and seminars of interest. PhD in ling required; dissertation topic and major research effort should be in phonology or in a phonology-related area. Apply to: J. Douglas Noll, Head, Dept of Audiology and Speech Sciences, Heavilon Hall, Purdue, W Lafayette IN 47907.

Brandon U is seeking a linguist with specialty in Algonquian, Athabaskan, or Siouan langs for a 1-yr appt (leave replacement, Sept 77-Sept 78) in the Dept of Native Studies. Qualifications: MA; PhD preferred. Duties: conduct introductory courses in native langs, and perhaps tch introductory ling. Appt will be at either lecturer or asst prof rank; salary minimum \$13,000 or \$16,000 depending on level of appt. Send application, vita, and 3 references to: Art Blue, Chmn, Dept of Native Studies, Brandon U, Brandon, Manitoba R7A 6A9, Canada.

U Hawaii-Manoa will have several vacancies during the next few years, starting in Fall 1977 at the asst prof level or above in Japanese lang and Japanese ling. Required: PhD or near completion of dissertation, strong background in Japanese ling or FL ed, native speaker of Japanese or Eng with bilingual fluency, and familiarity with Amer ed system (except for visiting appts). Must be willing to tch lang skill courses at the undergrad level in addition to grad courses in Japanese ling and to share responsibilities in prog planning and dvlpt. Particularly needed are individuals with background and interest in phonology, socioling, and/or lang pedagogy. 1-yr visiting appt will also be considered. Send CV to: Agnes M. Niye-kawa-Howard, Chmn, Dept of E Asian Langs, U Hawaii, 1890 E-W Rd, Honolulu HI 96822.

The Eng Dept at Yarmouk U has openings for recent PhD or MA recipients to tch courses in lang and/or lit. PhD is required for 4 positions in Ling and/or lit. See *Linguistics Wanted*—6, Col 1

INTERNATIONAL CAREER OPPORTUNITIES

# EFL/ESL TEACHERS

TELEMEDIA, INC., an expanding international organization,  
is seeking professional instructors for challenging two year

TEFL assignments in Iran or Saudi Arabia.

Competitive salary plus overseas benefits.

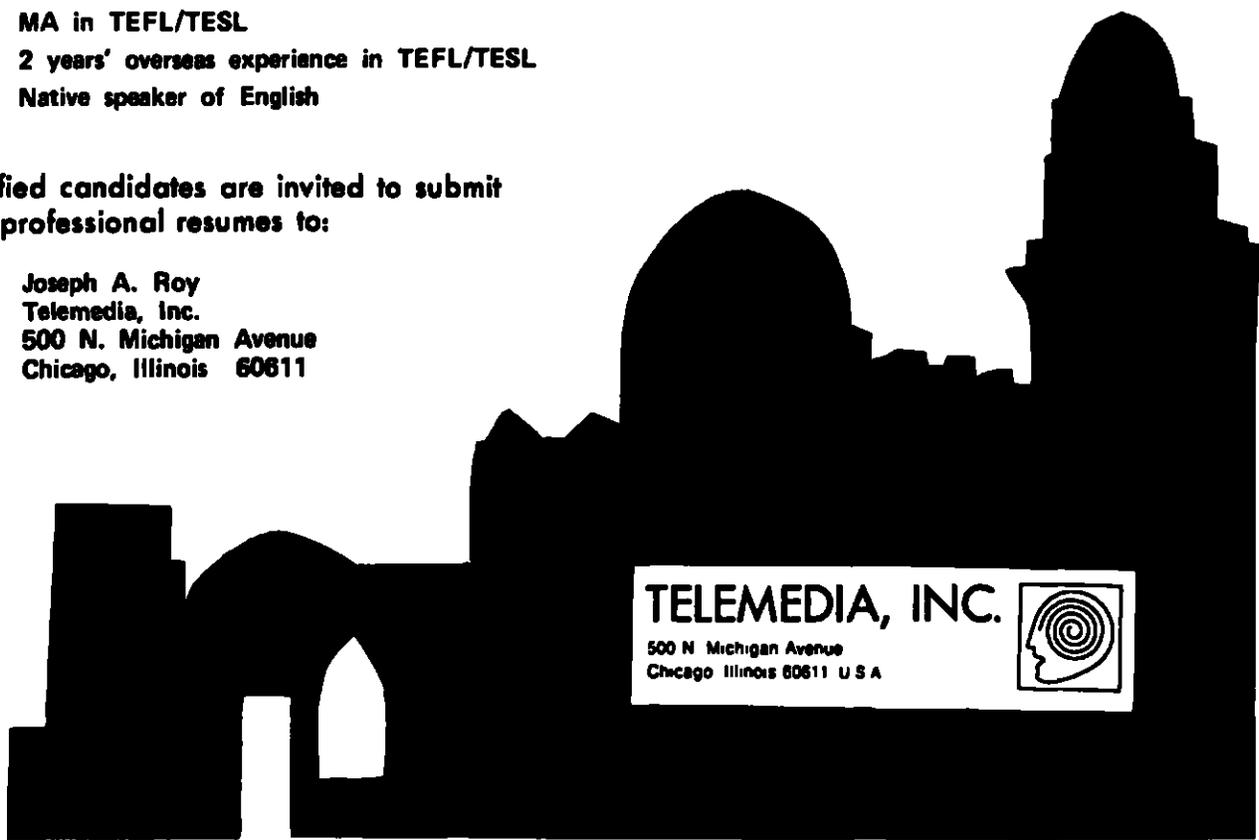
AN EQUAL OPPORTUNITY EMPLOYER M/F

**REQUIREMENTS:**

- MA in TEFL/TESL
- 2 years' overseas experience in TEFL/TESL
- Native speaker of English

Qualified candidates are invited to submit  
their professional resumes to:

- Joseph A. Roy  
Telemedia, Inc.  
500 N. Michigan Avenue  
Chicago, Illinois 60611



**TELEMEDIA, INC.**

500 N. Michigan Avenue  
Chicago Illinois 60611 U.S.A.



## LINGUISTS WANTED—from page 4

TEFL and 3 positions in Lit; MA required for 7 openings in Ling and/or TEFL. Salary: \$12,200 plus \$150 monthly housing allowance or \$8,200 plus \$86 monthly housing allowance, depending on degree held and exp; other liberal benefits. Starting date: Oct 1, 1977. Send applications to: Adnan Badran, Pres, Yarmouk U, P.O. Box 566, Irbid, Jordan.

Gallaudet Coll invites applications for a 1-yr (renewable) postdoctoral fellowship in its Ling Research Lab. Stipend will depend on previous exp and performance. Research interests are expected to harmonize with the Lab's prog of ling and ethnographic research and its adaptation to well-defined needs. No regular tching, but opportunity is provided for interaction with deaf students and faculty. PhD in anthro or ling and exp in communicating with the deaf required. Apply to: Search Cte, Ling Research Lab, Gallaudet Coll, Washington DC 20002.

The Dept of Ling at USC is seeking to hire an asst prof in syntactic/semantic theory with broad lang background and/or an empirical orientation, and with interests in related fields. Besides courses and research in theoretical ling, appointee will be expected to work cooperatively with students and faculty whose interests are not necessarily theoretical. Requirements: PhD by Summer 1977; publications; tching exp helpful. Application deadline: Apr 20, 1977. Note: candidates who applied last yr should only update their file with a new CV and recent papers. Send application to: Edward Finegan, Search Cte, Dept of Ling, USC, Los Angeles CA 90007.

The Dept of Speech at Louisiana St U, Baton Rouge, anticipates an opening for an asst prof to tch courses in speech science (acoustics and physiology of speech and hearing), beginning Aug 1977. Must have background in ling and phonetics and interest and exp in experimental and instructional research. PhD, 2 yrs tching exp, and publications required, as well as ability to direct grad studies. Salary commensurate with equivalent positions in other universities (academic yr appt). Send applications to: John H. Pennybacker, Head, Dept of Speech, Louisiana St U, Baton Rouge LA 70803.

## CHICAGO—from page 3

• The School District is not addressing the needs of approximately 31,000 children enrolled in the School District in violation of Title VI.

• DHEW has been unable to secure voluntary compliance of Respondent School District. DHEW has rejected on reasonable grounds the School District's February 13, 1976 plan and has provided adequate guidelines in those areas in which the School District has been deficient.

The Chicago school district receives over \$100 million in Federal aid each year. If steps are not taken to remedy these violations, the district faces total cut-off of such funds. The Chicago Board of Education does have the option to appeal the ruling.

## meetings and conferences

- May 3-6. European Cong on Info Systems & Networks, 3rd. Luxembourg.  
May 3-6. Intl Reading Assn, 22nd. Miami Beach FL  
May 13-14. Annual Minnesota Regional Conf on Lang & Ling, 3rd. Minneapolis MN  
May 14. Conf on Vowel Harmony. New York NY  
\*May 16-18. Canadian Assn for Info Science. Ottawa, Ont., Canada (Write: CAIS/ACSI, P.O. Box 158, Terminal A, Ottawa, Ont. K1N 8V2, Canada.)  
May 24-27. Natl Assn for Foreign Student Affairs, 29th. New Orleans LA.  
May 26-28. Annual Conf of the Canadian Society for Asian Studies Fredericton, N.B., Canada.  
\*May 29-June 4. Intl Communication Assn. Berlin, Germany (Write: R.L. Cox, ICA, Box 7728, University Station, Austin TX 78712.)  
May 30-June 3. Natl Sym on Sign Lang Research & Tching. Chicago IL.  
June 7-10. Acoustical Society of America. University Park PA.  
\*June 9-10. Annual Friends of Uto-Aztecan Working Conf, 5th. Long Beach CA [See LR 19:7, p8]  
June 9-11. Conf on Lexicography and Society for the Study of Dictionaries and Lexicography. Bloomington IN.  
June 20-Aug 13. Canadian Ling Inst. Montreal, Quebec, Canada.  
June 27-30. Intl Sym on Ed Testing, 3rd. Leyden, The Netherlands  
\*June 28-July 1. Conf on Current Issues in Celtic Phonology Coleraine, N Ireland. [See LR 19:7, p8]  
July 4-9. Intl Cong of Acoustics. Madrid, Spain  
July 6-Aug 17. Biennial Summer Sem in Diplomatic & Paleography: Medieval Ling & Logical Texts Cambridge MA.  
July 26-Aug 25. Salzburg Intl Summer Sch in Ling. Salzburg, Austria.  
\*July 30-Aug 6. World Esperanto Cong, 62nd. Reykjavik, Iceland. (Write: 62a Universala Kongress de Esperanto, Nieuwe Binnenweg 176, Rotterdam 3002, The Netherlands)  
\*Aug 5-13. Sem on Contrastive Ling Exeter, England. [See LR 19:7, p8]  
Aug 7-14. World Cong of Jewish Studies, 7th. Jerusalem, Israel  
Aug 11. Amer Dialect Society. Honolulu HI  
Aug 12-14. LSA Summer Mtg. Honolulu HI. [Deadline for abstracts. Apr 15, 1977]  
Aug 13-16. Amer Assn of Tchrs of Spanish & Portuguese Madrid, Spain.  
Aug 13-17. Annual LACUS Forum, 4th. Montreal, Quebec, Canada.  
Aug 15-18. Intl Cong of Logopedics & Phoniatrics. Copenhagen, Denmark.  
Aug 15-20. Intl Conf on the Tching of Spoken Eng. Leeds, England.  
Aug 22-26. Vienna Sym on Semiotics, 3rd. Vienna, Austria.  
Aug 22-26. Intl Conf on Historical Ling, 3rd. Hamburg, West Germany.  
Aug 26-29. Ling Society of Australia. Melbourne, Australia.  
\*Aug 26-30. Amer Psychological Assn San Francisco CA.  
Aug 29-31. App Ling Assn of Australia. Melbourne, Australia.

\*Indicates 1st listing for conf. Complete details on all other items will be found in previous issues (primarily the Sept/Oct LR.)

New from Newbury House . . .

# *Studies in Romance Linguistics*

edited by Michio Peter Hagiwara

The 19 provocative research papers and one panel discussion which made up the Fifth Linguistic Symposium on Romance Languages. A revealing index of the scope and direction of linguistic inquiry among contemporary scholars. Such luminaries as Hall, Izzo, Malkiel, and Valdman (and some very promising younger researchers) cover a wide spectrum of concerns from structural as well as generative-transformational points of view. □ \$10.95

In the tradition of such previous Newbury House books as . . .

## **LANGUAGE AND SEX**

*Thorne and Henley, eds.* Probably the best existing single-volume survey of the impact of language on sex roles, stereotyping, discrimination, and liberation. □ \$8.95

## **EXPLORATIONS OF THE LINGUISTIC ATTITUDES OF TEACHERS**

*Williams et al.* Provocative research into the effects children's speech patterns have on their teachers' attitudes toward them. □ \$5.95

## **TALKING BLACK**

*Roger D. Abrahams.* What the rapidly-changing language patterns of Black Americans reveal about their social situation and heritage. □ \$6.95

## **THE SOCIOLOGY OF LANGUAGE**

*Joshua A. Fishman.* Social implications of language, and the growing interaction between social scientists and linguists. □ \$5.95

## **LANGUAGE IN RELIGIOUS PRACTICE**

*William J. Samarin, ed.* 11 scholars from varied disciplines analyze differences in language usage among Christians, Jews, Hindus, and so-called "primitive" religions. □ \$7.95

## **SOCIOLINGUISTICS: A BRIEF INTRODUCTION**

*Joshua A. Fishman.* How language patterns promote or impede social success, plus other insights from a fascinating new discipline. □ \$4.50

I enclose \$\_\_\_\_\_ for the books checked above.  
Please ship them promptly to:

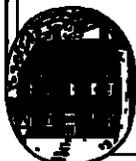
Please send me a free, complete catalog of Newbury House books.

Name \_\_\_\_\_  
School \_\_\_\_\_  
Address \_\_\_\_\_  
\_\_\_\_\_ Zip \_\_\_\_\_

# *Newbury House Publishers*

68-L Middle Road • Rowley, Massachusetts 01969

*Language Science / Language Teaching / Language Learning*



## conferences workshops seminars

A Symposium on Linguistic Minorities has been organized for April 15-18, 1977 at Quebec's U Laval. Interdisciplinary in focus, the symposium is sponsored by Laval's Centre international de recherche sur le bilinguisme in collaboration with the Centre de recherche en économie appliquée (ICHEC/Bruxelles) and the Institut européen des hautes études internationales (Nice). Topics for discussion include bilingualism, the concept of language minority, juridical approaches to linguistics, education, and language use. For further information write: Centre intl de recherche sur le bilinguisme, Grand Séminaire, 6e étage sud, U Laval, Québec, P.Q., Canada G1K 7P4.

The 5th Annual Friends of Uto-Aztecan Working Conference will be held June 9-10, 1977 at CSU, Long Beach. This year's conference will focus particularly on nominalization and suppletive verbs. Papers have been solicited on these and other topics. The conference chairman is William Bright, Dept of Ling, UCLA, Los Angeles CA 90024.

A Conference on Current Issues in Celtic Phonology has been scheduled for June 28-July 1, 1977 at the

### CALIFORNIA—from page 1

tion in such programs personnel meeting the criteria of bilingual cross-cultural teacher or bilingual cross-cultural aide except as permitted by a waiver.

• Notify parents of their child's eligibility to participate in either a partial bilingual, full bilingual, or bilingual bicultural education program and of the parents' right to enroll or not enroll their child in such a program.

The bill is not directed at any specific language or ethnic group, and places emphasis on the acquisition of English language skills. One of its most important distinctions is that it mandates the redirection of state, federal, and local money to meet the needs of the bilingual population under its jurisdiction.

Bilingual education in California is currently funded at the \$3 million dollar level.

New U of Ulster. Invited speakers thus far include Donald McAuley (Aberdeen U), Alan Thomas (U Coll of N Wales, Bangor), Mairtin O'Murchu (Trinity U), and Donall O'Baoill (Ling Inst of Ireland). Papers are invited. Write: Robin Thelwall, Convenor, Ling Dept, New U of Ulster, Coleraine, Northern Ireland.

The Language Centre at U Exeter will hold a week-long Seminar on Contrastive Linguistics from August 5-13, 1977. The seminar will follow the British Association of Applied Linguistics' Seminar on Translation and will be devoted to discussions of all aspects of contrastive linguistics and translation theory. Lectures will cover contrastive phonology, discourse structure, language variety, syntax and semantics, and text grammar. Workshop sessions on translation and error analysis will also be provided. Apply to: Aidan Cahill, Lang Centre, Queen's Bldg, U Exeter, Exeter EX4 4QH, England.

### BILINGUAL—from page 1

(Natl Bilingual Resource Cntr), "The Acadians: Louisiana's Largest Bilingual Group"; Michaëlle Auguste (Inst for Urban and Minority Ed), "Comparative Education and its Function in Bilingual Bicultural Education: The French Haitian Example"; Jorge Bustamante (no affiliation), "Bilingualism and Social Structure"; Augustine Garcia (U Pacific), "Teaching Strategies for Multicultural Education"; Gilbert Garcia (CAL), "Let's Not Talk About Bilingual Bicultural Education Reform"; Calvin Isaacs (Chief, Mississippi Board of Choctaws), "Linguistic Accountability vs. Language Competency in American Indian Bilingual Education"; John Molina (Dir, Office of Bilingual Ed, USOE), "Proposed Legislative Changes and the Future of Bilingual Education"; Ernest O'Neill (Dept of Curriculum & Instruction), "Bi-Attitudinalism: A Central Element in Biculturalism"; Herbert Teitelbaum and Richard Hiller (Attorneys at Law, NY), "The Status of the Laws Relating to Bilingual Education"; Dorothy Waggoner (Natl Cntr for Ed Statistics, NIE), "Federal Activities Related to the Report on the Condition of Bilingual Education in the Nation."

### 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

### TESOL MEETS IN MIAMI BEACH

The 11th Annual Convention of Teachers of English to Speakers of Other Languages will convene April 26-May 1, 1977 in Miami Beach FL. The conference format will provide for pre-convention workshops, mini-courses, and colloquia; general sessions; daily presentation of papers and invited special papers, reports, roundtable seminars, and panel discussions; and special interest group (SIG) sessions. Keynote speakers include: Pit Corder (U Edinburgh), "Language Teaching and Learning: A Social Encounter"; Christina Bratt Paulston (U Pittsburgh), "What Does It Mean to be Bilingual and Bicultural?"; Donald Henderson (U Pittsburgh), "Cross-cultural Interference between Blacks and Whites"; G. Richard Tucker (McGill U and Ford Foundation, Cairo), "Second Language Acquisition Learning/Teaching Research: State of the Art."

Pre-convention activities will focus on such topics as intercultural communication techniques, discourse analysis, reading and the ESL classroom, ESL for the migrant child, language development, pragmatics, Cloze testing in second language research, bilingual communication, etc. As a special feature, the International Association of Applied Linguistics (AILA) will conduct a one-day meeting on Tests and Testing. Information on the meeting may be obtained from: Randall Jones, Dept of Mod Langs, Morrill Hall, Cornell U, Ithaca NY 14853.

A partial list of speakers and papers to be presented during the main convention programming includes the following: Charles H. Blatchford (U Hawaii), "The State of the Art of TESOL Teacher Training"; J. Donald Bowen (Amer U in Cairo and UCLA), "Practice Effect in English Language Proficiency Testing"; Walter A. Cook (Georgetown U), "Semantic Structure of the English Models"; Ruth Crymes (U Hawaii), "Guidelines for and by Immigrant Students"; Alison

See TESOL—8, Col 2

### Applied Linguists to Visit PRC

A delegation of U.S. specialists in applied linguistics will visit the People's Republic of China this fall. The group will be headed by John Jamieson (Dept of Oriental Studies, U Cal-Berkeley), and will examine teaching materials used for Chinese students, discuss methods of teaching Modern Standard Chinese to speakers of other dialects or minority languages, and discuss general foreign language pedagogical techniques. Members of the delegation and an itinerary for the group have not yet been decided on. A further

### ILI 77 TO BE HELD IN TUNIS

The 2nd International Linguistic Institute (a continuation of the previous Middle East Linguistic Institutes) will be held at the Bourguiba Institute of Modern Languages in Tunis from July 4-August 12, 1977. Sponsored by the Ford Foundation, the Bureau of Educational and Cultural Affairs of the U.S. Department of State, the British Council, the Service Culturel et de Cooperation of the French Embassy in Tunis, and the Ministère Français des Affaires Étrangères, the Institute is being coordinated, as in past years, by the Center for Applied Linguistics.

The Institute program includes the following courses: Introduction to Generative Phonetics (François Dell, Cntr Natl de la Recherche Scientifique); Introduction to Phonetics and Phonology (David DeCamp, U Texas-Austin and CAL); Elementary Syntax (Gilles Fauconnier, Paris 04); Elements of Semantics (Benoit de Cornulier, UER Scientifique de Luminy); A Survey of English Syntax (David DeCamp); Intermediate Syntax (John R. Ross, MIT); Semantics and Pragmatics (Benoit de Cornulier and Gilles Fauconnier); Psycholinguistics—Language Acquisition Theory (J Ronayne Cowan, U Illinois); Discourse and Speech Acts (Oswald Ducrot, Maison des Sciences de l'Homme); Problems of French Syntax (Gilles Fauconnier); Topics in Advanced Syntax and Semantics (John R. Ross); Stylistics (John Spencer, U Leeds); English for Special Purposes (J Ronayne Cowan); French Phonology (François Dell).

In addition to regular course offerings, this year's Institute will have several special features for its participants. G. Richard Tucker (McGill U and Ford Foundation, Cairo) will present a series of short conferences on the problems of English sociolinguistics.

See ILI—7, Col. 2

#### Featured Inside . . .

Bilingual Ed in Chicago . . . . .	3
Conferences . . . . .	6-7, 10
Linguists Wanted . . . . .	5
New Journals . . . . .	12
View from the Center . . . . .	2

President/Director Rudolph C Troike

Deputy Director John H. Hammer  
Associate Director for Programs  
Roger W Shuy  
Administrative Vice President  
A Dudley Ward  
Controller Walter P McIntosh

Program Director, Bilingual Education  
Rosario Gingras  
Program Director, Indian Education.  
William Leap  
Program Director, International Activities.  
Anthony Robson  
Program Director, Information Services/  
ERIC Peter Eddy  
Program Director, Language & Education  
Resources & Service Center  
Allene Grognet  
Program Director, Publications  
Begay B. Atkinson  
Program Director, Research Peg Griffin  
Senior Advisors A Hood Roberts, David  
DeCamp, Orlando Taylor

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 works to promote cooperation between linguistics and other disciplines.

The Linguistic Reporter, a newsletter for all those concerned with linguistics and its application to practical problems, 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, advertising inquiries, and books for review should be directed to the Editor, *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 first class); \$14.50 (foreign airmail).

**Board of Trustees**

Arthur S. Abramson, Professor of Linguistics, U Connecticut, *ex officio*  
Courtney B. Cazden, Professor of Education, Harvard  
John Elmendorf, Senior Program Officer, Academy for Educational Development  
Charles A. Ferguson, Professor of Linguistics, Stanford  
Oscar Garcia, Executive Director, Puerto Rican Legal Defense & Education Fund  
Ass. Hilliard, Dean, School of Education, San Francisco State U  
Dell H. Hymes, Dean, Graduate School of Education, U Pennsylvania  
Ilee LeHiste, Professor of Linguistics, Ohio State U  
Winifred P. Lehmann, Chairman, Department of Linguistics U Texas-Austin  
George A. Miller, Professor Rocketteller U  
Arnulfo Oliveira, President, Texas Southmost Coll  
Herbert H. Paper, Professor of Linguistics, U Michigan  
Christina Britt Paulston, Chairman, Department of Linguistics, U Pittsburgh  
Dillon Piatero, Director, Navajo Division of Education, Navajo Nation  
Billy R. Reagan, General Superintendent, Houston Independent School District  
Frank Robbins, Executive Vice President, Summer Institute of Linguistics  
Datus C. Smith, Consultant, Asia Society  
Malcolm D. Talbot, President, Rutgers U Foundation  
William Turnbull, President, Educational Testing Service  
Gordon B. Turner, Vice President, American Council of Learned Societies

## The View from the Center

# The Future of English



From a minor insular language in 1600, English has in less than four centuries come to be the leading language of international communication in the world today. This remarkable development is ultimately the result of 17th, 18th, and 19th century British successes in conquest, colonization, and trade, but it was enormously accelerated by the emergence of the United States as the major world military power and technological leader in the aftermath of World War II. The process was also greatly abetted by the expenditure of large amounts of government and private foundation funds in the period 1950-1970, perhaps the most ever spent in history in support of the propagation of a language.

For some time now, the inevitability of the continued expansion of English has been taken for granted. It has been said, probably with considerable justice, that English is the first language in the modern period to have achieved a truly international, or supranational, status, with no basic identification with a specific culture or nation of origin. Much of the present impetus for the study of English arises from its position as the principal medium for the transfer of knowledge and technology, and from the practical need for a common language in such international communications transactions as airline travel.

While the continuing rise in the teaching of English internationally can readily be documented (see *LR* 16:9, p13), showing that it is the most widely studied second or foreign language in the world, there are various factors at work which, if not offset, could lead to the decline and eclipse of the present position of English by the end of this century. One of these factors is the vast reduction in U.S. government and foundation support for English teaching in the past ten years. One consequence of this is the frequently heard report of a serious decline in national levels of English achievement, particularly in the developing countries.

In addition, the world-wide phenomenon of local centripetalism, with its attendant emphasis on translation into national and local languages for information and technology transfer, is at least in the short term producing a decreased dependence on English. At the same time, the shift in the U.S. military and economic posture from one of unilateral hegemony to one of multilateral accommodation is reducing some of the pressures which earlier supported the spread of English.

It is clear that in a constantly shrinking world beset with increasing problems of interdependency affecting the whole question of human survival, the need for an accepted language of international communication is great, and becoming continuously greater. But the demand structure for the actual use of a language for such purposes is always thin relative to the needs for the use of national and local languages. Although English currently holds a commanding lead in this market, it could easily be displaced by any one of several languages, including Spanish, Chinese, Russian, or Arabic, if the structural factors supporting it should weaken sufficiently—as the previous experience of French readily shows. Such a development, despite its potentially disruptive effects, is a significant possibility if steps are not taken in time to respond to present warning signals.

*Rudolph C. Troike*

# BILINGUAL EDUCATION IN CHICAGO

[*Editor's Note: Last month The Linguistic Reporter reviewed the recent court case in which the Chicago Public Schools were found to be out of compliance with Title VI provisions of the 1964 Civil Rights Act. This month the LR is reviewing the district's recent efforts in bilingual education.*]

On December 12, 1973, the Chicago Board of Education passed a resolution which strongly endorsed the concept that cultural and linguistic diversity are a positive value in the school system and which further recognized bilingual education as an effective vehicle for access to equal educational opportunity. The Board has been fortunate to have Latino members such as Maria Cerda and Carmen Velasquez, who have taken leadership roles in rallying support for bilingual education.

Building on Chicago's previous efforts to meet the needs of its minority language students, new superintendent Dr. Joseph P. Hannon has made the institutionalization of bilingual education a top priority in the Chicago schools. In early 1976, he created in the superintendent's office the Bureau of Multicultural Education, with Elena B. Mulcahy as director and one staff assistant, Mario J. Aranda. This small staff has in less than a year carried out sweeping changes to install bilingual programs in the nation's third largest school system.

A March 1976 school census showed that the school district had 46,836 students of non- or limited-English speaking ability. Of the 67 identified non-English language groups, Spanish is the largest and fastest growing. More than 3/4 of the minority language students in the district are Spanish-speaking. Other language groups in order of size include Italian, Greek, Arabic, Korean, Polish, and Chinese.

Most of the minority language groups are in separate areas of the city. This has facilitated the establishment of bilingual programs for 20 or more students of a particular language in schools. Some schools, however, are much more linguistically heterogeneous and have fewer than 20 students of several different language groups. Bilingual support programs and other activities have been provided to help meet the special needs of the "pocket" language students in these schools. In 1976-77, the Board decided to provide bilingual services for children classified as levels I-III (according to degree of need for particular language services outlined by the state). Students categorized as level IV will be added during the 1977-78 school year.

An early problem faced by the Multilingual Education staff was to make certain that there were enough qualified teachers to work in some 200 bilingual programs in 11 languages throughout the district. Certified teachers were allowed to apply for a bilingual education endorsement. After a screening program, the district has found and placed over 900 teachers, about 50-60 short of the desired number. In addition, other teachers have been endorsed for languages for which there are currently no programs. In an effort to fur-

ther institutionalize bilingual education, it was decided to make these positions secure by using Board or "hard" funds rather than the more unsure state and Federal funds. This had the side benefit of making these positions more attractive to qualified teachers. Federal and state "soft" monies designated for bilingual services are then used as supplementary funds to enhance the bilingual programs with aides, additional materials, and additional teachers.

Establishing bilingual education as an integral part of the city's total educational programs is a primary district goal. Accountability for bilingual services had been spread throughout the administration. The Bureau of Staff Development provides special in-service programs for continuing training of the teachers in bilingual programs. Meanwhile, the Department of Curriculum has been actively developing materials for the languages for which there are few commercially available materials. And the Department of Research and Evaluation has also been involved in test development to assist in better identification and assessment of the minority language students. Last year, this department also cooperated with the Downstate Illinois Bilingual Education Evaluation Project, which was conducted by the Center for Applied Linguistics.

The next student census will be conducted some time this month. New procedures for identifying students linguistically will be utilized, and responses elicited from children will aid in placing them appropriately in bilingual programs.

Further refinements of the district's strategies and activities in bilingual education will be included in a plan to respond to the court's findings. As mentioned previously, if agreement is not reached, Chicago will face the cut-off of substantial Federal funding.

## Opportunities in Linguistics and EFL under Fulbright-Hays Program

The Council for International Exchange of Scholars has announced that approximately 500 Fulbright-Hays awards will be available for 1978-79. A number of these awards are for university teaching or advanced research in linguistics and English as a foreign language. Briefly, the following openings have been designated:

*Australia:* sociolinguistics; *Bahamas:* remedial reading and English; *Burma:* ESL; *Burundi:* EFL/linguistics\*; *Cameroon:* sociolinguistics; interpretation/translation program\*; *Central African Empire:* English instruction for several faculties\*; *Chad:* EFL/linguistics\*; *China (Taiwan):* ESL/linguistics; *Colombia:* applied linguistics and English teaching\*\*; *Czechoslovakia:* American language and literature; *Denmark:* linguistic systems and change; phonetics and phonology; *Ecuador:* English teaching and linguistics\*\*; *Finland:* linguistics or American literature;

*See Fulbright-Hays—5, Col. 1*

## NIE Conference Probes Bilingual Ed

A Conference on the Dimensions of Bilingual Education, sponsored by the National Institute of Education, was held February 14-15, 1977 in Washington DC. The purpose of the conference was to develop descriptions of the major dimensions or approaches that have theoretical and programmatic importance in bilingual education, and was in part suggested by a paper entitled "Bilingual Education: The State of Social Science Inquiry," presented by Joshua A. Fishman (Yeshiva U and NIE) at one of CAL's Carnegie-supported conferences (see LR 19:2, p3).

The conference format provided for the presentation and discussion of papers addressed to the following questions:

- What are the important theoretical and programmatic dimensions of bilingual programs, and what are the theoretical dimensions of the communities in which the programs exist?

- What is the likelihood that representation of the dimensions can be expected in existing bilingual programs in the U.S., including those receiving Federal, state, local, or private support?

- What hypotheses can be formulated for each dimension (relative to other dimensions) with regard to different program outcomes for specific types of students or communities?

- What general specifications can be recommended for survey questions or questionnaire development to identify the dimensions?

Speakers and discussants at the conference included Bernard Spolsky (U New Mexico); William Milan (Columbia U); Ernest Bernal (U Texas-San Antonio); Lilly Wong Fillmore (U Cal-Berkeley); Christina Bratt Paulston (U Pittsburgh); E. Glyn Lewis (U Wales); Helen Scheirbeck (Virginia Polytechnic Inst); Muriel Saville-Troike (Georgetown U); Heidi Dulay (BABEL/Lau Cntr, Berkeley); George Blanco (U Texas-Austin); Rolf Kjolseth (U Colorado); Marietta Saravia Shore (Hunter Coll); Ruth Bradley (U Southwestern Louisiana); Tony Simoes (Boston U); Sara Nieves Squires (New York U); Wallace Lambert (McGill U); H. Ned Seelye (Illinois Office of Ed); and Atilano Valencia (New Mexico St U).

Further information on the conference can be obtained from: J. Michael O'Malley, Senior Research Assoc, Multicultural/Bilingual Div, Ed Equity Group, NIE, Washington DC 20208.

## LSA SEEKS NEW TREASURER

The Linguistic Society of America has formed a Search Committee for a Secretary-Treasurer, composed of Naomi S. Baron (Brown U), Charles J. Fillmore (U Cal-Berkeley), Joel Sherzer (U Texas-Austin), and Thomas A. Sebeok (Indiana U), to find a replacement for Arthur S. Abramson (U Connecticut), who will be retiring from service in 1978. Nominations or applications may be submitted by any LSA member, and should include the candidate's CV, list of publications, and names of several referees.

Information sought to help the committee in making its decision include: (1) length of applicant's or nominee's membership in the LSA; (2) attendance at meetings since joining the Society; (3) number of papers presented at LSA meetings; (4) history of service, if any, on LSA committees; (5) articles and/or reviews appearing in *Language*.

Nominations and applications will be accepted through August 1977. Send to: Thomas A. Sebeok, LSA Search Cte, P.O. Box 1214, Bloomington IN 47401.

## SUMMER INSTITUTES

The following special institutes and workshops have been announced for Summer 1977.

**The 27th Indiana U Summer Slavic Workshop** has been scheduled for June 10-August 5, 1977. Workshop activities this year will include the following: (1) *Intensive Russian Language Program*, from 1st-6th year; (2) *Russian Certificate Program*, aimed to increase proficiency in all aspects of the language to as close to native fluency as possible; (3) *Business Russian*, focusing on the development of commercial vocabulary and on the writing of business letters, promotional materials, and discussions of negotiation and contract problems; (4) *First-Year Polish*. For detailed information write: Slavic Workshop, Ballantine Hall 502, Indiana U, Bloomington IN 47401.

**The 3rd Annual Chinese and Japanese Summer Language School**, sponsored by U Toronto and York U, has been scheduled for June 20-August 19, 1977. Funded by the Donner Canadian Foundation, the Department of External Affairs (Ottawa), and the Japanese Government, the main aim of the program is to provide intensive language training, comparable to a full year's work, in Chinese and Japanese. Deadline for application: May 13, 1977 (preliminary requests must be made by April 27, 1977). Apply to: Joint Centre on Mod E Asia, 14213 Roberts Library, U Toronto, Toronto, Ont., Canada M5S 1A5.

Georgetown U will hold a **Summer Institute in Linguistics for Teachers of English to Speakers of Other Languages** from June 27-August 5, 1977. The Institute is designed for students who may not wish to pursue a full master's degree program, but who want short-term training in phonology, morphology, and syntax of English and in the methods, procedures, and techniques for teaching English as a second language. Course offerings will include language testing, introductory sociolinguistics, phonetics and phonemics, phonology, morphology, semantics, bilingualism, anthropological linguistics, etc. Request application forms from: Sch for Summer & Continuing Ed, TESOL Prog, Georgetown U, Washington DC 20057.

A **Summer Institute for Language Teachers and Administrators** is being sponsored by the School for International Training in Brattleboro VT. The institute is divided into 3 two-week sessions—An Introduction to Teaching English as a Second Language

See *Summer Institutes*—12, Col 2

## NSF Grant Awards Announced

The following is a list of linguistic research projects which received funding from the National Science Foundation during fiscal 1976 (July 1, 1975-June 30, 1976) and a Transition Quarter (July 1, 1976-September 30, 1976) necessitated by the changeover in the Government's fiscal year. Entries are arranged according to investigator, institution, and project title. Names of dissertation advisors are included in parentheses after the institution.

### 1976 (Total support: \$1,694,300)

**Anderson, J.** (Yale), memory for, and processing of, linguistic material; **Bellugi, U.** and **E. Kilma** (Salk Inst for Biological Studies), formal constraints on language in a visual mode; **Bickerton, D.** (U Hawaii, Manoa), origin of syntactic devices in Hawaiian Creole English—a study of universals of creolization; **Campbell, L.** (SUNY-Albany), conference on American Indian linguistics, an assessment, July 2-4, 1976 at Oswego NY; \_\_\_\_\_ and **M. McClaran**, linguistics—languages nearing extinction; **Clark, E.V.** (Stanford), strategies in first language acquisition; **Davis, P.W.** (Rice U), verbal participles and textual analysis of a British Columbian language—Bella Coola; **Dyen, I.** (Yale), linguistics—language classification; **Ferguson, C.A.** and **J. Greenberg** (Stanford), phonology archiving project; \_\_\_\_\_ and \_\_\_\_\_, research project on language universals; \_\_\_\_\_ and **D. Huntington**, cross-linguistic studies in the acquisition of phonology; **Godney, W.J.** (U Michigan), comparative Tai linguistics; **Gleason, J.B.** (Boston U), studies in the acquisition of communicative competence; **Grace, G.W.** and **A. Pawley** (U Hawaii, Manoa), oceanic comparative linguistics; **Greenberg, J.H.** and **S. Steele** (Stanford), linguistic studies of Luiseño; **Grimes, J.E.** (Cornell), language variation and limits to communication; **Howard, I.** (U Hawaii, Manoa), grammar and dictionary of Takuu; **Hyman, L.** (USC), linguistics—the interlocking roles of phonetics and grammar; **Labov, W.** (U Pennsylvania), the quantitative study of linguistic change and variation; **Ladefoged, P.** and **V. Fromkin** (UCLA), research on linguistic phonetics,

See NSF—12. Col 1

### Fulbright-Hays—from page 3

**France:** American English in the context of economics, law and management; stylistics\*; **Gabon:** EFL and American studies\*; **Italy:** general linguistics; **Korea:** collaboration with Korean linguist; **Morocco:** EFL\*; **Niger:** EFL and American literature\*; **Norway:** linguistics or American literature; **Pakistan:** sociolinguistics and remedial English; **Poland:** theoretical linguistics; EFL; applied linguistics/TEFL methodology; **Romania:** theoretical linguistics; EFL; **Togo:** EFL/American literature and civilization\*; **Tunisia:** linguistics or American literature\*; **U.S.S.R.:** theoretical or applied linguistics; TEFL methodology; **Yugoslavia:** English teaching at several universities; **Zaire:** EFL and/or American literature and civilization\*; (Language requirements: \*French; \*\*Spanish.)

A fuller description of 1978-79 Fulbright-Hays award opportunities is now available. Send name, address, highest degree, specialization, and country interest to: Council for Intl Exch of Scholars, 11 Dupont Cr, Washington DC 20036. Applications are due June 1, 1977 (American Republics, Australia, and New Zealand) and July 1, 1977 (Africa, Asia, and Europe). There are also a few openings still available for 1977-78. Inquiries are welcome.

## linguists wanted

Note. A fee of \$20 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 Dept of Speech at Louisiana St U, Baton Rouge,** anticipates an opening for an asst prof to tch courses in speech science (acoustics and physiology of speech and hearing), beginning Aug 1977. Must have background in ling and phonetics and interest and exp in experimental and instructional research. PhD, 2 yrs tching exp, and publications required, as well as ability to direct grad studies. Salary commensurate with equivalent positions in other universities (academic yr appt). Send applications to: John H. Pennybacker, Head, Dept of Speech, Louisiana St U, Baton Rouge LA 70803.

**Telemedia, Inc** needs EFL/ESL instructors for 2-yr assignments in Iran. Positions available now and in the near future. Also, future openings in Saudi Arabia. Applicants should have an MA in TEFL/TESL, 2 yrs of overseas exp in TEFL/TESL, and native speaker competence in Eng. Competitive salary plus overseas benefits. Qualified candidates should submit professional resumes to: Joseph A. Roy, Telemedia, Inc, 500 N Michigan Ave, Chicago IL 60611.

**The Amer Lang Inst of USC** has an opening for an ESL instructor. Basic requirements: MA in an appropriate field and at least 2 yrs tching exp. Tching competency and evidence of professional commitment will be major factors in choosing appointee. Appt is for 1 yr, renewable annually. Salary: \$9,000-\$10,000 for 2 semesters. Summer tching also a possibility. Interviews will be conducted at the upcoming TESOL convention.

**CSU-Fresno** has an opening for an asst prof, beginning late Aug 1977. PhD with specialization in bilingualism and socioling required. Candidate should be competent in Spanish, and tching exp at the undergrad and grad levels is preferred. Primary responsibility would be to tch courses in bilingualism, socioling, and lang variation, but applicant should also be able to tch courses in general ling. Salary range: \$13,572-\$16,320, depending on background and exp. Tenure will be contingent on tching effectiveness and stability of enrollments in tching area. Send CV and references to: Raymond S. Weitzman, Acting Chmn, Dept of Ling, CSU-Fresno, Fresno CA 93740.

## news briefs

Rosa Cotayo has been named to head bilingual/bicultural programs in higher education for the New Jersey State Department of Education. Ms. Cotayo was formerly a curriculum instruction specialist at Hunter Coll. . . . **Legislative concern over existing bilingual/bicultural programs** has appeared in at least 2 states—Colorado and California. In Colorado, for example, efforts are being pushed forward to change the 2-year-old program from optional to mandatory; HB 1163 calls for a poll of parents who wish to enroll their children in a bilingual/bicultural program (conceived as a cost-cutting measure); and SB 145 calls for the repeal of the Bilingual/Bicultural Education Act in favor of a tutorial program for students unable to read, write, speak, and understand English. And in California, AB 225 would empower the state superintendent to waive provisions of the 1976 Bilingual/Bicultural Education Act if school districts can prove to his satisfaction that they are unable to comply with the law. . . . **The National Information Center for Languages (NICL)**, a news bureau to promote foreign language study, has been established at the Modern Language Association's headquarters in New York. Sponsored by the Association of Departments of Foreign Languages (ADFL) in cooperation with the American Council on the Teaching of Foreign Languages (ACTFL) and other language teachers' associations, NICL's primary purpose is the collection and dissemination of news and promotional materials concerning languages and language study. Under the direction of Richard Brod, ADFL Coordinator and Director of MLA Foreign Language Programs, the bureau will initially operate on an experimental basis through June 1977. Write: NICL, Mod Lang Assn, 62 5th Ave, New York NY 10011. . . . **The Wenner-Gren Foundation for Anthropological Research** awarded 68 grants during the period from June-November 1976. Of these, only 2 were for research, etc. in linguistics: Carl Justus (SUNY-Oswego), for linguistic training of Native Americans at the 1976 Summer Linguistic Institute; Stephen R. Anderson (UCLA), for a study of the morphology and syntax of Nootka dialects in Vancouver Island, British Columbia. . . . No. 3 in the *Columbia University Working Papers in Linguistics* series has appeared. Articles include "Fronted Adjectives and Adjectives Left" (John Carroll and Margot Lasher); "The Origins and Effects of Vowel Epenthesis in Hungarian" (George Meozóly); "Negation in Hausa Syntax" (Clifford Hill); "Remarks on Natural Phonology" (Richard Wojcik). Single copies are still \$2.00. Write: Sylvia Friedman, Managing Ed, CUWPL, Dept of Ling, Columbia U, New York NY 10027. . . . M.L. Bender at Southern Illinois U is planning to publish a **newsletter dealing with Nilo-Saharan linguistics**. To be distributed at irregular intervals (2-4 times per year), it would be intended to serve as a medium of information for linguists working in the field. If interested in receiving the newsletter, send your name, mailing

## meetings and conferences

- June 7-10. Acoustical Society of America. University Park PA
- June 9-10 Annual Friends of Uto-Aztecan Working Conf, 5th. Long Beach CA.
- June 9-11. Conf on Lexicography and Society for the Study of Dictionaries & Lexicography. Bloomington IN.
- \*June 10-Aug 5. Indiana U Summer Slavic Workshop, 27th. Bloomington IN. [See LR 19:8, p4]
- \*June 18-19 Annual Latino Ed Feria, 3rd Lansing MI. [See LR 19:8, p10]
- \*June 20-Aug 19. Annual Chinese & Japanese Summer Lang Sch, 3rd. Toronto, Ont., Canada. [See LR 19:8, p4]
- June 20-Aug 13. Canadian Ling Inst Montreal, Quebec, Canada
- June 27-30 Intl Sym on Ed Testing, 3rd. Leyden, The Netherlands.
- \*June 27-Aug 5. Summer Inst in Ling for Tchrs of ESOL. Washington DC. [See LR 19:8, p4]
- June 28-July 1. Conf on Current Issues in Celtic Phonology. Coleraine, N Ireland
- July 4-9. Intl Cong of Acoustics. Madrid, Spain.
- July 6-Aug 17. Biennial Summer Sem in Diplomatic & Paleography: Medieval Ling & Logical Texts. Cambridge MA.
- \*July 11-Aug 19 Summer Inst for Lang Tchrs & Administrators. Brattleboro VT. [See LR 19:8, p4]
- \*July 11-Aug 5. Inst in European & Soviet Ling. Fredonia NY. (See LR 19:8, p10)
- July 26-Aug 25. Salzburg Intl Summer Sch in Ling. Salzburg, Austria.
- July 30-Aug 6 World Esperanto Cong, 62nd Reykjavik, Iceland.
- Aug 5-13 Sem on Contrastive Ling. Exeter, England.
- Aug 7-14. World Cong of Jewish Studies, 7th. Jerusalem, Israel.
- Aug 11 Amer Dialect Society. Honolulu HI
- Aug 12-14. LSA Summer Mtg Honolulu HI.
- Aug 13-15. Amer Assn of Tchrs of Spanish & Portuguese. Madrid, Spain.
- \*Aug 13-16. St Conf of the Mod Lang Tchrs' Assn of Queensland. Bardon, Australia. (See LR 19:8, p10)
- Aug 13-17. Annual LACUS Forum, 4th. Montreal, Quebec, Canada.
- Aug 15-18 Intl Cong of Logopedics & Phoniatrics. Copenhagen, Denmark.
- Aug 15-20 Intl Conf on the Tching of Spoken Eng. Leeds, England.
- Aug 22-26. Vienna Sym on Semiotics, 3rd. Vienna, Austria.
- Aug 22-26 Intl Conf on Historical Ling, 3rd. Hamburg, West Germany.
- Aug 26-29 Ling Society of Australia. Melbourne, Australia
- Aug 26-30 Amer Psychological Assn. San Francisco CA.
- Aug 29-31. App Ling Assn of Australia. Melbourne, Australia.
- Aug 29-Sept 2. Australian & New Zealand Assn for the Advancement of Science. Melbourne, Australia.

address, and a brief indication of areas of interest to: M.L. Bender, Dept of Anthro, Southern Illinois U, Carbondale IL 62901. . . . Luc Kwanten (Dept of Uralic & Altaic Studies, U Indiana) has received a 3-year NEH grant for research on a **grammar of the Tangut (Hsi Hsia) language** and compilation of a Tangut-English dictionary. An expected bi-product of the

## meetings and conferences

- Aug 29-Sept 2. Intl Cong of Linguists, 12th. Vienna, Austria.
- \*Sept 20-23. Assn of Special Libraries & Info Bureaux, 51st. Lancaster, England. (Write: ASLIB, 3 Belgrave Sq, London SW1X 8PL, England.)
- Sept 26-30. NATO Sym on Lang, Interpretation & Communication Venice, Italy.
- Sept 30-Oct 1. Conf on the Differentiation of Current Phonological Theories Bloomington IN.
- \*Oct 7-8. Mid-Amer Regional Ling Conf. Columbia MO. [See LR 19:8, p10]
- \*Oct 13-15. Semiotic Society of America, 2nd. Boulder CO. [See LR 19:8, p10]
- \*Oct 28-30. Algonquian Conf, 9th. Worcester MA. (Write: G.F. Aubin, French & Ling, Assumption Coll, Worcester MA 01609.)
- \*Nov 2-5. African Studies Assn, 20th, & Latin Amer Studies Assn. Houston TX. [See LR 19:8, p10]
- Nov 2-5. Amer Speech & Hearing Assn. Chicago IL.
- \*Nov 4-5. Wisconsin Conf on S Asia, 6th. Madison WI. [See LR 19:8, p10]
- Nov 6-8. Ling Assn of Gt Britain. London, England
- Nov 24-27. Amer Council on the Teaching of FLs, 11th. San Francisco CA.
- Nov 24-27. Natl Council of Tchrs of Eng, 67th. New York NY.
- Nov 29-Dec 4. Amer Anthropological Assn, 76th. Houston TX.
- \*Dec 13-16. Acoustical Society of Amer, 94th Miami Beach FL.
- \*Dec 17-19. Intl Phonetic Sciences Cong, Amer Assoc of Phonetic Sciences, & the Academy for the Forensic Application of the Communication Sciences. Miami Beach FL. [See LR 19:8, p10]
- \*Dec 26-29. Mod Lang Assn, 92nd. Chicago IL.
- \*Dec 27-30. Amer Philological Assn. St Louis MO. (Write: J.J. Bateman, U Illinois, FL Bldg, Urbana IL 61801.)
- \*Dec 27-30. Speech Communication Assn. Washington DC.
- Dec 28-30. Ling Society of America, 53rd. Chicago IL.

1978

- Mar 27-Apr 1. Cong on Lang Learning. Lucerne, Switzerland.
- Apr 3-7. Intl Sym on the Use of Computers in Ling & Lit Research, 5th. Birmingham, England.
- Aug. Intl Conf on Methods in Dialectology, 3rd. London, Ont, Canada.
- \*Aug 1-3. World Cong on Reading, 7th. Hamburg, West Germany. (Write: Intl Reading Assn, 800 Barksdale Rd, Newark DE 19711.)
- Aug 14-20. World Cong of Sociology, 9th. Uppsala, Sweden.
- Aug 21-26. Intl Cong of App Ling, 5th. Montreal, Canada. [Abstracts by Apr 30, 1977 to: Jacques D. Girard, Sec of the 1978 AILA Cong. U Montreal, Box 6128, Sta A, Montreal, Que, Canada H3C 3J7]

\*Indicates 1st listing for conf. Complete details on all other items will be found in previous issues (primarily the Sept/Oct LR.)

research will be a critically annotated bibliography of Tangut studies, emphasizing philology as well as history. . . . A special issue of *Pasaa* (Vol. 6, Nos. 1 & 2), the journal of Thailand's Central Institute of English Language, has recently been published. Designated as a "Festschrift" for Richard B. Noss (Ford Foundation representative in Malaysia), it contains

articles involving both the Thai language and general educational techniques, as well as the text of a speech presented at a farewell dinner for Dr. Noss. Subscription to *Pasaa* is \$3.00; \$1.50 for a single issue. Write: Business Manager, *Pasaa*, Central Inst of Eng Lang, Office of St Us, Faculty of Science, 4th Fl, Rama VI Rd, Bangkok 4, Thailand. . . . Beginning with Volume VII, Mansell Information/Publishing Limited has taken over publication of *Archivum Linguisticum* from Scholar Press. Although Mansell anticipates no change in editorial policy, individual issues will now appear twice a year instead of once. Subscription rates are currently \$18.00 U.S., £7.00 U.K., and £8.00 elsewhere. Write: Mansell Info/Publishing Ltd, 3 Bloomsbury Pl, London WC1A 2QA, England. . . . Manuscripts are now being solicited for another issue of *Inter American U Press' Readings in Spanish-English Contrastive Linguistics* series. The purpose of this series is to disseminate information on current problems in the study and teaching of English and Spanish in bilingual situations and to provide a forum for the discussion of the sociolinguistic and psycholinguistic aspects of these problems. Articles are sought in the following or related areas: descriptive studies in grammar, phonology, and semantics; language contact; problems in pedagogy; and computer-aided instructional research. Send 2 copies of each contribution to: Rose Nash, Readings Editor, Dept of Eng & Ling, Inter Amer U, P.O. Box 1293, Hato Rey PR 00919. . . . A Spanish version of *The Structure of a Semantic Theory*, by Jerrold J. Katz and Jerry A. Fodor, has been published by Siglo Veintiuno Editores. [The English version was published in 1964 by the Linguistic Society of America.] Copies are available through: Siglo Veintiuno Editores, S.A., Cerro del Agua 248, Mexico 20, D.F., Mexico. . . . The Discourse Analysis Research Committee of the Association Internationale Linguistique Appliquée (AILA) is preparing an inventory of conversational analysis methods used by researchers in their studies of the world's languages. The information received will become the basis for a symposium to be held at the 1978 AILA meeting (see Meetings and Conferences list, Col. 1 of this page). Researchers who have developed or use systems of discourse analysis are asked to send the titles and specific descriptions of such systems to: John Regan, AILA Discourse Analysis Proj, Claremont Grad Sch, Claremont CA 91711.

### ILI—from page 1

report on the visit will appear in a future issue of the LR.

And a Colloquium on Language and Society in the Arab World has been planned for August 1-6. Topics to be discussed during the colloquium include problems of diglossia and bilingualism; teaching Arabic, both as a vernacular and as a foreign language; linguistics in the Arab World; and Arabization.

A limited number of scholarships will be available for participants from the Middle East and North Africa only. For further information on the Institute write: Secretariat, ILI 77, Inst Bourguiba des Langues Vivantes, 47, Ave de la Liberté, Tunis, Tunisia.

## **IIE Sponsors French Language Teaching Assistant Program**

The Institute of International Education (IIE) and the Bureau of Educational and Cultural Affairs of the Department of State are continuing their French Language Teaching Assistant Program for the 1977-78 academic year. The program is administered in cooperation with the Office National des Universités et Ecoles Françaises in Paris.

The purposes of the program are: (1) to help U.S. institutions broaden and enrich their French teaching capabilities through the use of native speakers, i.e. students on the American campus are offered daily encounters and interaction with a foreign language and culture from a native language consultant close to their own age and (2) to permit French university students in English and American studies to spend a year in the U.S. working in their specialty. Candidates for assistantships initially will be chosen by personnel of the Office National. At IIE the final selection will be made according to the student's background and experience and the particular needs of the U.S. institution.

The participating U.S. institution offers an award covering room, board, tuition, fees, and a monthly stipend according to living costs in particular areas. In return for the award, the student may teach, assist in a language laboratory, hold conversation or tutorial sessions, "animate" a French house or club, or assist as otherwise required.

Approximately 40-50 French students have been assisting in language departments each year since the program's inception in 1968. They are placed in junior colleges, colleges, universities, and private secondary schools, depending on their academic level, experience, and interests. Detailed information on this program can be obtained from: French Lang Tchng Asst Prog, Orientation & Enrichment Progs, IIE, 809 UN Plaza, New York NY 10017.

## **grants and fellowships**

The National Endowment for the Humanities (NEH) has announced its Fellowships for Independent Study and Research Program for 1978-79. The program is open to postgraduate scholars only and requires recipients to devote full time to their studies. With the exception of sabbaticals and other grants from their own institutions, fellows also may not hold other major fellowships or grants during tenure.

The scope of NEH's support under the program includes, but is not limited to, history, philosophy, languages, linguistics, literature, archaeology, jurisprudence, history and criticism of the arts, ethics, comparative religion, and aspects of the social sciences employing historical or philosophical approaches. Tenure is 6-12 months, with a maximum stipend of \$20,000. Deadline for application: June 1,

1977. For additional information and application materials write: Div of Fellowships, NEH, 806 15th St, NW, Washington DC 20506.

The U.S. Office of Education is seeking proposals for a study to provide information about the characteristics of limited English-speaking participants in bilingual vocational training programs, to evaluate the impact these programs have on trainees, to determine various ways in which the programs impact on the labor market, and to assess whether these programs are actually training participants for skills needed within the applicable labor markets. Reference: RFP 77-24. Write: C.J. Bailey, DHEW/USOE, Grant & Procurement Management Div, Headquarters Procurement Branch, Rm 5715, ROB #3, 400 Maryland Ave, SW, Washington DC 20202.

USOE's Foreign Language and Area Studies Fellowship Program (NDFL) provides opportunities for graduate training in foreign languages and area studies at colleges and universities selected for participation. This spring, approximately 800 fellowships will be awarded for study during the 1977-78 academic year. For information about participating institutions and submitting applications write: Fellowships Prog, Intl Studies Branch, USOE, Washington DC 20202.

### **TESOL—from page 1**

d'Anglejan et al (U Montreal), "English as the Second Language of Quebec: A Teacher Profile"; Hollis I. Frisch (Illinois Migrant Council), "Teaching Standard English to College Level Speakers of Black Dialect"; Stephen J. Gaies (Indiana U), "The Nature of Linguistic Input in Formal Second Language Learning"; Cheryl Gordon (The Bilingual Inst, El Paso), "Teaching English to the Unemployed as a Vehicle to Employment"; Ron Hoekstra (Robinson Secondary Schs, Fairfax VA), "Identification and Assessment of Language Minority Students"; William R. Lee (Chmn, IATEFL), "Realistic and Differentiated Goals in the Teaching and Learning of English as a Foreign or Second Language"; J.W. Ney (Arizona St U), "Miscue Analysis"; Dinh-Hoa Nguyen et al (Southern Illinois U), "Teaching English Prepositions to Speakers of Vietnamese"; John Oller et al (Southern Illinois U), "Are Cloze Items Sensitive to Constraints across Sentences?"; Herbert W. Seliger (Queens Coll), "Semantic Presuppositions Underlying Avoidance Strategies"; Peter Strevens (Cambridgeshire, England), "Causes of Failure and Conditions for Success in the Teaching and Learning of Languages"; Elaine Tarone (U Washington), "Communication Strategies in Interlanguage"; Elizabeth Whalley (U Wisconsin), "A Study of the Predictive Power of Contrastive Analysis"; Elizabeth Whatley (Cheyney St Coll), "Some Ethnolinguistic Factors of Black Girls' Play-songs."

Requests for registration forms should be sent to: Carol LeClair, TESOL, 455 Nevils Bldg, Georgetown U, Washington DC 20057.

# OE PROGRAMS FOR FISCAL 77

The U.S. Office of Education (USOE) has published a comprehensive guide to programs it will administer during fiscal 1977. The following provides a brief description of programs, their purpose, and dollar ap-

propriation of interest to those working in linguistics and related fields. The complete guide is available free from: OE Guide (FY 77), USOE, Washington DC 20202.

Program	Purpose	Appropriation
Bilingual ed basic progs	To dvlp and operate progs for children ages 3-18 with limited Eng-spking ability	\$85,725,000
Bilingual ed support services	To operate training resource cntrs, material dvlpnt cntrs, and assessment dissemination cntrs	\$12,000,000
Ethnic heritage studies	To dvlp intercultural understanding among individuals living in a pluralistic society, especially among U S. ethnic groups	\$2,300,000
Follow Through	To extend into primary grades the ed gains made by deprived children in Head Start or similar progs	\$59,000,000
Indian ed	To provide supplemental progs to meet the special ed needs of Indian children enrolled in public schs, K-12	\$22,727,273
Indian ed, special progs and projs	To provide exemplary and demonstration progs for improving ed opportunities for Indian children	\$13,080,000
Progs for disadvantaged children	To meet the ed needs of deprived children	\$1,721,361,155
Progs for migratory children	To meet the ed needs of children of migratory farm workers	\$130,909,832
Special asst to refugees	To assist refugees from Laos, Cambodia, and Vietnam	(Operated on transfer funds)
Right to Read	To improve and expand reading-related activities for children and adults	\$26,000,000
Bilingual ed technical asst coord	To provide technical asst to LEAs operating Title VII progs and to coord bilingual progs within the state	\$3,900,000
Bilingual ed stipends and institutional ssst	To train tchers, administrators, and others working with bilingual ed progs, to recruit faculty, and to encourage reform and improvement in bilingual ed curriculums at the grad and undergrad levels	\$9,275,000
Consultant services of foreign curriculum specialists	To bring foreign resource persons to the U.S. to assist in dvlping lang and area progs pertinent to their home regions	\$325,000
Group progs abroad for non-Western lang and area studies	To train U.S. ed personnel in lang and intl studies; to develop comprehensive progs for U.S. institutions	\$919,710
Intl studies cntrs	To upgrade training resources at Cntrs for Intl Studies, including FL and area studies	\$7,180,293
Intl studies progs	To encourage intl studies resources at the grad and undergrad levels	\$1,279,707
Bilingual vocational training	To assist in conducting bilingual vocational training progs so that vocational progs are available to everyone in need of them	\$2,800,000
Indian ed	To provide ABE and GED progs for Indian adults	\$4,000,000
Desegregation asst, bilingual progs	To help desegregating sch districts provide bilingual-bicultural progs for children of limited Eng-spking ability	\$8,600,000
Fellowships abroad for doctoral dissertation research in FL and area studies	To dvlp research knowledge and intl studies capabilities for specialized, advanced work abroad	\$1,085,290
Fellowship opportunities abroad	To promote instruction in intl studies through grants and faculty projs for overseas work	\$640,000
FL and area studies fellowships	To pay stipends to individuals undergoing training in any mod FL	\$3,990,000
FL and area studies research	To improve FL and area studies through support of research, etc.	\$3,135,000

## conferences, seminars, workshops

**The Third Annual Latino Education Feria** will be held June 18-19, 1977 in Lansing MI. Sponsored by La Raza Citizens' Advisory Committee to the Michigan State Board of Education, the theme will be "Parent and Community Participation in the Education of Latinos." The intent is to give participants an opportunity to share with each other the contributions their respective communities are making to the Latino education, arts and crafts, and culture. For more information write: George Barrera, Conf Coord, Latino Ed Off, Michigan Dept of Ed, P.O. Box 30008, Lansing MI 48908.

SUNY Coll at Fredonia will sponsor an **Institute in European and Soviet Linguistics and Workshops for Teachers of Polish and Russian** July 11-Aug 5, 1977. The Institute will focus on Current Trends in West European, East European, and Soviet Linguistics. The courses provide some introductory material, but deal primarily with linguistics in areas designated since 1960. Courses in the workshops include: (a) Modern Approaches to the Teaching of Polish, (b) Modern Approaches to the Teaching of Russian, (c) Advanced Training in Polish, and (d) Advanced Training in Russian. A maximum of nine semester credit hours is permitted, but students who enroll for one course in either the Institute or Workshops are free to attend any sessions. For registration information write: Dennis R. Preston, Dept of Eng, SUNY Coll at Fredonia, Fredonia NY 14063.

**The State Conference of the Modern Language Teachers' Association of Queensland** will be held August 13-15, 1977 in Bardon, Brisbane, Australia. Theme: Language Education for a Multi-cultural Society. Major sessions will focus on the following topics: (1) The Role of Languages in a Multi-cultural Society; (2) Languages in a Multi-cultural Society—the Migrant Perspective; (3) Languages in a Multi-cultural Society—an Indigenous Perspective; (4) Foreign Languages in the Primary School; (5) Languages in Interdisciplinary Studies. Further details are available from: The Secretary, Mod Lang Tchrs Assn of Queensland, c/o St High Sch, Mt Gravatt, Queensland, Australia 4122.

A call for papers for the **1977 Mid-America Linguistics Conference** has been issued. The deadline for submission of abstracts is Sept 1, 1977. The conference is scheduled for Oct 7-8, 1977 at U Missouri-Columbia. Send abstracts to: Donald M. Lance, Ling Prog, U Missouri, 211D Arts & Science Bldg, Columbia MO 65201.

**The Semiotic Society of America** will hold its 2nd Annual Conference October 13-15, 1977 at U Colorado in Boulder. Papers are being invited from both members and non-members of the Society. Deadline for receipt

of abstracts: July 1, 1977. Abstract format is similar to that required by the Linguistic Society of America. Send to: Semiotic Society Secretariat, P.O. Box 1214, Bloomington IN 47401.

A joint meeting of the **African Studies Association** and the **Latin American Studies Association** has been scheduled for November 2-5, 1977 in Houston TX. A preliminary list of panels for the meeting includes the following which may be of interest to linguists: (1) Education and Development in Africa and Latin America. Contact: Agnes E. Howard, Inst for Cultural Pluralism, San Diego St U, San Diego CA 92037. (2) African Influences in Contemporary Latin American Culture: Art, Music, Language, Folklore, and Religion. Write: Manuel Zapata Olivella, Centro de Estudios Afro-Colombianos, Carrera 20, No. 34-31, Int I, Bogota, DE, Colombia.

The South Asian Area Center at U Wisconsin-Madison will sponsor the **6th Annual Wisconsin Conference on South Asia**, to be held November 4-5, 1977. The aim of the conference is to provide an opportunity for the exchange and discussion of information

*See Conferences—12, Col. 2*

## International Bilingual Ed Study Planned by CAL

The Center for Applied Linguistics has been awarded a grant from the Agency for International Development (AID) to conduct a feasibility study for a coordinated international evaluation of the effectiveness of bilingual education in meeting the needs of rural poor indigenous linguistic minorities in ten countries in Latin America, Africa, and Southeast Asia. The study is designed to (1) survey availability of data in each country bearing on the assessment of bilingual education, (2) determine resources for carrying out the evaluation in each country, (3) elicit cooperation and involvement of local specialists and agencies in conducting the evaluation in their own country, and (4) identify hypotheses and variables to be included in the plan for an evaluation. The ultimate work would be carried out by individuals in each country, and simply coordinated by CAL to permit cross-country comparability of results.

The director of the project is Rudolph C. Troike (CAL), and the principal investigator on the project is H. Ned Seelye (State Director of Bilingual Bicultural Education, Illinois Office of Education, on leave). Mr. Seelye will visit each program included in the study to familiarize himself with its operation and to arrange for the necessary cooperation with local agencies and staff. Tracy Gray will serve as project coordinator at CAL.

New from Newbury House . . .

## *Studies in Romance Linguistics*

edited by Michio Peter Hagiwara

The 19 provocative research papers and one panel discussion which made up the Fifth Linguistic Symposium on Romance Languages. A revealing index of the scope and direction of linguistic inquiry among contemporary scholars. Such luminaries as Hall, Izzo, Malkiel, and Valdman (and some very promising younger researchers) cover a wide spectrum of concerns from structural as well as generative-transformational points of view. □ \$10.95

In the tradition of such previous Newbury House books as . . .

### LANGUAGE AND SEX

*Thorne and Henley, eds.* Probably the best existing single-volume survey of the impact of language on sex roles, stereotyping, discrimination, and liberation. □ \$8.95

### TALKING BLACK

*Roger D. Abrahams.* What the rapidly-changing language patterns of Black Americans reveal about their social situation and heritage. □ \$6.95

### LANGUAGE IN RELIGIOUS PRACTICE

*William J. Samarin, ed.* 11 scholars from varied disciplines analyze differences in language usage among Christians, Jews, Hindus, and so-called "primitive" religions. □ \$7.95

### EXPLORATIONS OF THE LINGUISTIC ATTITUDES OF TEACHERS

*Williams et al.* Provocative research into the effects children's speech patterns have on their teachers' attitudes toward them. □ \$5.95

### THE SOCIOLOGY OF LANGUAGE

*Joshua A. Fishman.* Social implications of language, and the growing interaction between social scientists and linguists. □ \$5.95

### SOCIOLINGUISTICS: A BRIEF INTRODUCTION

*Joshua A. Fishman.* How language patterns promote or impede social success, plus other insights from a fascinating new discipline. □ \$4.50

I enclose \$\_\_\_\_\_ for the books checked above.  
Please ship them promptly to:

Please send me a free, complete catalog of Newbury House books.

Name \_\_\_\_\_

School \_\_\_\_\_

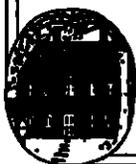
Address \_\_\_\_\_

\_\_\_\_\_ Zip \_\_\_\_\_

## *Newbury House Publishers*

68-L Middle Road • Rowley, Massachusetts 01969

*Language Science / Language Teaching / Language Learning*



## NSF—from page 5

LI, C.N. (U Cal-Santa Barbara), a symposium on the mechanisms of syntactic change, Santa Barbara CA, May 7-9, 1976; Ohala, J. (U Cal-Berkeley), research in experimental phonology; Osgood, C.E. (U Illinois-Urbana), atlas of affective meaning; Perlmutter, D.M. (MIT), investigations in relational grammar; Rips, L.T. (U Chicago), cognitive processing of English adjectives; Shopen, T. et al (CAL), syntactic typology; Stewart, W.A. (Grad Sch, CUNY), study of linguistic change in Gullah; Thompson, L.C. (U Hawaii, Manoa), a Salish Indian language of the Northwest; Wang, W. and C. Fillmore (U Cal-Berkeley), individual differences in language behavior, \_\_\_\_\_ and J. Ohala, phonological research. *Doctoral dissertation research in linguistics* Carroll, John M., Jr. (Columbia, T.G. Bever); Hamilton, Ruth (Duke, R.W. Casson); Kempton, Willett (U Texas-Austin, B. Stross), Mervis, Carolyn B. (Cornell, J. Catlin); Perkins, John W. (Ohio St U, I. Lehiste); Ralston, Leonore D. (Bryn Mawr Coll, P.L. Kilbride), Selter, William J. (U Cal-San Diego, S. Chung); Tenenhaus, Michael K. (Columbia, T.G. Bever).

### Transition Quarter (Total Support: \$401,900)

Anderson, J. (Yale), memory for, and processing of, linguistic material; Bloom, L. (Teachers Coll), structure and function of language development; Clark, E. (Stanford), strategies in language acquisition; Dyen, I. (Yale), genetic classification of languages—Austronesian; Ferguson, C.A. and J. Greenberg (Stanford), phonology archiving project; Gay, T. (U Connecticut), electromyographic-cinefluorographic studies of speech; Hamaker, J. (Harvard), investigations in Turkish syntax; Karl, J.M. (U Alaska), a study of the Ingalik language of Alaska; Karttunen, L.J. and P.S. Peters (U Texas-Austin), model-theoretic semantics for transformational syntax; Osgood, C.E. (U Illinois), atlas of affective meaning; Siple, P. and H. Whitaker (U Rochester), conference on sign language and neurolinguistics held in Rochester NY during September 1976; Stewart, W.A. (Grad Sch of CUNY), study of linguistic change in Gullah. *Doctoral dissertation research in linguistics*: Knecht, Laura (MIT, D.M. Perlmutter)

## new journals

**Journal of Pragmatics: An Interdisciplinary Quarterly of Language Studies.** Published by North-Holland Publishing Company. Quarterly. First issue: Spring 1977. Editors: Jacob L. Mey and Hartmut Haberland. Subscription: \$19.95 individual, \$35.95 institutional. Editorial correspondence to: Jacob L. Mey, Odense U, Niels Bohrs Allé 25, DK-5000 Odense, Denmark. Subscription correspondence to: North-Holland Publishing Co, P.O. Box 211, Amsterdam, The Netherlands.

The aim of this journal is to create a theoretical foundation for pragmatic studies of language. It will cover developments in the fields of sociolinguistics, psycholinguistics, man-

machine interaction, applied linguistics, and other areas. Topics focused on in the first issue include pragmatics and linguistics; assertions, conditional speech acts, and practical inferences; school problems of regional dialect speakers; and methodological questions about artificial intelligence. Future issues will be involved with aspects such as linguistic analysis of paradoxical techniques in psychotherapy, communicative competence, the acquisition of speech act competence, the concept of function in Soviet linguistics, and the distinction between presuppositions and conversational implications.

## CONFERENCES—from page 10

and issues relating to South Asia, both past and present. Contact: Outreach Coord, S Asian Area Cntr, 1249 Van Hise Hall, U Wisconsin, Madison WI 53706.

**An International Phonetic Sciences Congress (IPS-77)** will be held Dec 17-19, 1977 in Miami Beach FL. The Congress will convene following the annual meeting of the Acoustical Society of America and concurrently with the annual meetings of the American Association of Phonetic Sciences and the Academy of the Forensic Application of the Communication Sciences. The Congress is sponsored by these two organizations in conjunction with the International Society of Phonetic Sciences and the Institute for Advance Study of the Communication Processes, U Florida. The program will include: plenary lectures, special interest programs, scientific sections, speech science, phonology, the communication sciences, and related areas. IPS-77's official languages are English, French, Spanish, and German. Contributions will be considered for inclusion. Abstracts are limited to 250 words and must be submitted by Sept 1, 1977. Awards will be given for outstanding papers. For additional information write: H. Hollien, IASCP, ASB-50, U Florida, Gainesville FL 32611.

## SUMMER INSTITUTES—from page 4

(July 11-July 22); Bilingualism and Bilingual-Bicultural Education (July 25-August 5); Workshop in Foreign Language Teaching (August 8-August 19). Eligibility: BA or BS degree required; may attend any or all sessions. Fees: \$210 for each session; \$59 per week for housing. Applications are available from: Michael Jerald, Sch for Intl Training, Brattleboro VT 05301.

### 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

Volume 19

JUNE  
1977

Number 9

The *a newsletter in applied linguistics*  
**Linguistic**  
REPORTER

Published by the Center for Applied Linguistics, 1811 North Kent Street, Arlington, Virginia 22209

## Guide to Grants and Fellowships in Language and Linguistics: 1977-78

**Editor's Note:** *Of necessity, this Guide has been limited to organizations offering significant financial support. In general, institutions making less than 50 awards annually have not been included in this listing. Additional copies of the Guide are available at a cost of \$1.50 from: Publications Div, CAL, 1811 N Kent St, Arlington VA 22209.*

**African-American Scholars Council. Field Research Grants.** Emphasis is on research designed to lead to the solution of specific development problems, including education of women. Research must be task-oriented so that it makes a contribution to African development and can be utilized by African governments. PhD or ABD required. Applicants must show that need for research exists, that the proposal contributes to the solution of the problems identified, that they are capable of making a specific contribution, and that the requested resources are only those necessary to carry out the project. **Conference Participation Grants.** Provides travel and subsistence funds for scholars participating in international conferences on topics related to African development. Applicant must provide information on the purposes and proceedings of the conference and indicate the nature and significance of his participation, as well as detailing the relevance of the conference to African development. **Professional Exchange Grants.** For the establishment of joint projects between Africans and Americans. Proposals must outline the nature of the project, provide evidence of support from collaborating institutions, and provide complete resumes for project personnel. Application forms for the above programs are available from: Prog Officer, African-Amer Scholars Council, Inc, 1001 Connecticut Ave, NW, Suite 1119, Washington DC 20036.

**American Association of University Women Educational Foundation. American Dissertation and Postdoctoral Research Fellowships.** Fields unrestricted. Support will not be provided for research equipment, assistants, etc.; subsidizing publication costs; travel to professional meetings, conferences, or seminars; tuition for additional course work; repayment of loans or other personal obligations; or for projects of less than 12 months. Applicants must be U.S. citizens or permanent residents who intend to pursue their professional careers in the United States. Stipends range from \$3,500-\$6,000, with a maximum stipend of \$7,500 for postdoctoral fellowships. Deadline: Dec 15. (Note: a similar program is available for foreign scholars.) Write: Ed Foundation Progs Office, AAUW, 2401 Virginia Ave, NW, Washington DC 20037. When requesting application forms, a money order for \$2.00 to cover postage and handling should be included.

**American Council of Learned Societies. Fellowships.** Available to scholars wishing to engage in research in a number of fields, including philology, languages, and linguistics. Maximum stipend is \$13,500 for projects of from 6 to 12 months duration. Deadline: Sept 30. **Study Fellowships.** For younger scholars, these fellowships are designed to allow recipients to broaden their knowledge through study in disciplines other

than their present specialization which normally employ a different methodology. Grants will not be made for basic research purposes. Maximum stipend, \$12,000. Duration: 6-12 months. Deadline: Nov 15. **Research Fellowships for Recent Recipients of the PhD.** Provides support for a minimum of 1 semester of uninterrupted full-time research. Program is limited to scholars who received their degrees within the last 2 years. Maximum award is \$7,000. Deadline: Dec 1. **Grants-In-Aid.** To be used exclusively to advance specific programs of research in progress by contributing to the scholar's essential personal expenses, including personal travel and maintenance away from home, research or clerical assistance, and reproduction or purchase of materials. Stipends will not exceed \$3,000. Deadline: Jan 17. **Travel Grants for Humanists to International Meetings Abroad.** Grants are for scholars who will participate in international congresses and research conferences held outside the U.S., Canada, and Mexico. Social scientists and legal scholars are eligible only if they specialize in the history or philosophy of their disciplines and if the meeting they wish to attend is so oriented. Meetings must be truly international in sponsorship or participation. Very few grants are offered for travel to annual or biennial meetings, and travel to meetings dealing with pedagogy or for the purpose of presenting papers dealing with this subject will not be supported. Also, support will not be extended for travel to congresses which are to receive major funding from other sources. Only persons who are to read papers or have a major, official role in the meeting will be eligible for an award. Applicants are warned that grants may require the use of U.S.-flag carriers, and that funds will be paid only after the meeting and on receipt of travel documentation and substantive reports. ACLS does not act on direct requests for these grants. Applicants should write directly to the secretary of the appropriate constituent society (one only) of the ACLS (such as the American Philosophical Society, the American Oriental Society, the American Dialect Society, the Linguistic Society of America, the American Anthropological Association, etc.) for application forms. Applicants must give name, place, and dates of the meeting. Deadline: July 1 for Nov-Feb meetings; Nov 1 for Mar-June meetings; Mar 1 for July-Oct meetings. Scholars do not have to wait for confirmation of active participation before applying, although awards will be conditional upon such confirmation. **Grants for Advanced Training in Chinese Studies.** Funded by the Andrew W. Mellon Foundation, this program is intended to allow scholars to maintain and improve their teaching and research skills (with emphasis on training rather than research). Applicants must be trained in historical or contemporary Chinese studies and must have at least 3 years of teaching experience. Maximum award is usually \$12,000, and will be made under 2 specific programs: (1) Post-doctoral internships for advanced training at major university centers of Chinese studies and (2) Post-doctoral fellowships for language and other training in East Asia. Deadline: Dec 1. **Grants for Research in East European Studies.** A limited number of post-doctoral grants are available for re-

search in the humanities or social sciences relating to the cultures and populations of Albania, Bulgaria, Czechoslovakia, Hungary, Poland, Romania, Yugoslavia, East Germany since 1945, and modern Greece. (Applications dealing with Finland and the Baltic States are acceptable only if relevant to non-Soviet Eastern Europe.) Comparative studies are particularly encouraged. The program provides for both small grants (to cover the cost of research-related domestic or foreign travel, research assistance, and short-term maintenance) and larger grants (\$10,000 maximum) for at least 6 months of uninterrupted research. Grants ranging from \$2,000-\$5,000 are sometimes provided to defray some of the costs of conferences held in the U.S. and Canada for the advancement of research in East European studies. Deadline: Dec 31. *Grants for the Study of East European Languages.* This program is open to both established scholars and graduate students (with some stipulations). Not intended to support basic research, these awards are designed to enable scholars to gain competence in a particular language in order to enhance their subsequent research and teaching. Grants range from \$300-\$1,000. Deadline: Feb 1. In requesting application forms for the above programs (with the exception of travel grants), the applicant should state age, highest academic degree held and date received, citizenship or permanent residence, academic or other position, field of specialization, proposed topic of research or study, duration of support, 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 & Grants, ACLS, 345 E 46th St, New York NY 10017.

**American Institute of Indian Studies.** *Advanced Language Training Program in India.* For training in an Indian language, these fellowships are open to U.S. students with a minimum of 2 years of previous language study. *Senior Research Fellowships.* Awarded to postdoctoral scholars engaged in teaching or research at a U.S. college or university. Fellows are required to formally affiliate with a university in India during tenure (3-12 months). *Faculty Training Fellowships* Tenable for 1 year, these awards are for advanced study in India by scholars who, while not specialists on India, wish to gain the expertise necessary to introduce Indian materials into their current teaching curriculum. *Junior Fellowships:* For graduate students who have completed all PhD requirements except for the writing of the dissertation. Address inquiries on all the above programs to: Amer Inst of Indian Studies, Foster Hall, U Chicago, 1130 E 59th St, Chicago IL 60637. Deadline: Oct.

**American Institute of Pakistan Studies.** *Fellowships.* Available in a number of areas (predoctoral research, professional development, library service, and postdoctoral study), awards are made available to scholars and advanced graduate students engaged in research on Pakistan in all fields of the humanities and social sciences. Comparative research on Pakistan and other Muslim countries is especially encouraged. Deadline: Jan 1. Write: Dir, Amer Inst of Pakistan Studies, 138 Tolentine Hall, Villanova U, Villanova PA 19085.

**American Philosophical Society.** *Research Grants.* Fields unrestricted. PhD required. Awards range from \$300 to \$2,000 and are to be used for such research costs as collection of materials; preparation of photographs, microfilms, and other records; purchase of supplies; and other incidental expenses of research. Applications must be submitted 8 weeks in advance of the 1st Fridays in Feb, April, June, Oct, and Dec. Inquiries to: Cte on Research, Amer Philosophical Society, 104 S 5th St, Philadelphia PA 19106. *Phillips Fund Grants.* Limited in number, these grants provide support for research in American Indian anthropological linguistics and ethnohistory (but not psycholinguistics or for preparation of teaching materials). Awards average \$500-\$800 and are generally intended for younger scholars, especially graduate students. Deadline: Mar. Write to the Librarian at the above address

**American Research Institute in Turkey.** *Fellowships.* For research and study, to be undertaken in Turkey, in all fields of the humanities and social sciences. Awards range from \$500

to \$5,000 and cover travel and maintenance allowance. Duration: not more than 12 months. Request applications from: Amer Research Inst in Turkey, 1155 E 58th St, Chicago IL 60637. Deadline: Nov 15.

**American-Scandinavian Foundation.** Under a number of programs, the Foundation provides fellowships (and grants for short-term study) for research in any areas related to the Scandinavian countries. Eligibility: U.S. citizenship, bachelor's degree, and a working knowledge of the language of the country in which research will be undertaken. Awards range from \$500 to \$4,000 for a maximum of 1 year. Deadline: Dec 1. *George C. Marshall Memorial Fund in Denmark.* The Foundation administers this program, which provides support for study (fields unrestricted) to be undertaken in Denmark. Awards carry a maximum stipend of \$5,000 and are for a 3-12 month period. Deadline: Nov 1. Request applications from: Exch Div, Amer-Scandinavian Foundation, 127 E 73rd St, New York NY 10021.

**Council for European Studies.** *Pre-dissertation Training Fellowships.* Allows graduate students to spend up to 3 months in Europe studying in their chosen fields prior to writing their dissertations. Awards are for an average of \$1,000. Applicants must have finished a minimum of 1 year of graduate study at a U.S. university in the social sciences or related disciplines. Deadline: Feb 1. Write: Dir, Training Prog, Council for European Studies, 156 Mervis Hall, U Pittsburgh, Pittsburgh PA 15260.

**Council for International Exchange of Scholars.** *Fulbright-Hays Awards for University Lecturing and Postdoctoral Research Abroad.* Administered with the assistance of the Bureau of Educational and Cultural Affairs of the Department of State, these awards are open to U.S. citizens with college or university teaching experience (for lectureships) and doctorate (for research and for some lectureships as specified). Support under the program generally consists of maintenance allowance for grantee and family, roundtrip travel for grantee only, and other allowances as offered by the host country. Deadline: July 1. *Advanced Research Fellowships in India.* Offered by the Indo-U.S. Subcommittee on Education and Culture; fields unrestricted. Grants are for 10 months tenure and are available to U.S. citizens for postdoctoral or equivalent level scholarly and professional research in India. Applications are encouraged in any field involving collaboration with Indian colleagues and from scholars or professionals who have not specialized in the area and who have limited or no experience with India. Deadline: Nov 15. Application forms for the above programs are available from: Council for Intl Exch of Scholars, 11 Dupont Cr, NW, Suite 300, Washington DC 20036.

**Danforth Foundation.** *Danforth Fellowships.* For support of work leading to a PhD (fields unrestricted) at any U.S. college or university. Awards carry a maximum stipend of \$2,275-\$2,450, depending on marital status. Candidates must be *nominated* by faculty members at their own institution who have been appointed to serve as liaison officers for that institution. Complete details on the nomination procedure are available from: Danforth Fellowship Prog, Danforth Foundation, 222 S Central Ave, St Louis MO 63105.

**Department of State.** *Mutual Educational Exchange (Fulbright-Hays) Grants for Graduate Study Abroad.* Program provides support for both full-time research (maintenance and travel) and for travel expenses to supplement other grants which do not cover transportation costs. Applicants must be U.S. citizens, must possess a bachelor's degree or its equivalent, and must have at least a working knowledge of the language of the country in which study will be undertaken. Deadline: Nov 1. Applications are available either from campus Fulbright Program Advisors or from: Inst of Intl Ed, 809 UN Plaza, New York NY 10017.

**East-West Culture Learning Institute, East-West Center.** *Graduate Study Awards.* For graduate work at U Hawaii, participants in the program also spend an average of 5-10

hours per week involved in an Institute activity. *Joint Doctoral Internships*. Operated in cooperation with other institutions, this program allows advanced doctoral candidates whose dissertation topics fall within the scope of the Institute's activities to conduct 1-2 years of research at the Center and in the field. *Research Internships and Professional Internships*. For up to 1 year of full-time participation in a Center project involving such activities as gathering research materials, analyzing data, writing a paper, or developing audio-visual materials. *Senior Fellowships and Visiting Researcher'ships*. Limited in number, these awards allow advanced scholars to conduct research and develop programs within the Institute's main project areas. Information on these and other Institute programs (workshops, seminars, etc.) are available from: East-West Culture Learning Inst, East-West Cntr, 1777 East-West Rd, Honolulu HI 96822.

**Ford Foundation. Education and Research Grants.** Supports experimental, demonstration, and developmental programs to improve the quality and accessibility of education at all levels as well as research (with particular emphasis on the social sciences). Applications are accepted from individuals as well as institutions and should be submitted in the form of a proposal outlining project objectives and methodology, the qualifications of the investigator(s) involved, and a detailed estimated budget. Further information is available from: Ford Foundation, 320 E 43rd St, New York NY 10017.

**Foundation for European Language and Educational Centres. Intensive Language Courses in English, French, German, Spanish, and Italian.** Program provides scholarships for the study of foreign languages. Recipients will be required to attend one of the Foundation's language courses and must have at least 1 year of professional work experience and upper intermediate-advanced level competence in the language to be studied. Write: Eurocentre Students' Grants Dept, Foundation for European Lang & Ed Centres, Seestrasse 247, Zurich CH-8038, Switzerland.

**German Academic Exchange Service. DAAD Grants for Study and Research in Germany.** Program provides scholarships for foreign students for graduate, doctoral, or post-doctoral studies (fields unrestricted) at a German college or university. Fellowships for short-term study are also available. Fluency in German and at least a bachelor's degree (PhD for fellowships) is required. Deadline: Any time between May 1 and Nov 1 for scholarships; Nov 1 for fellowships. Request application forms from: Inst of Intl Ed, 809 UN Plaza, New York NY 10017.

**John Simon Guggenheim Memorial Foundation. Fellowships.** Grants are normally for 1 year but not less than 6 months. U.S. citizenship or permanent residence required (separate fellowships for foreign scholars are available through a related program). Amount of award varies according to need, resources, and scope of study. Deadline: Oct 1. Write: John Simon Guggenheim Memorial Foundation, Fellowships Prog, 90 Park Ave, New York NY 10016.

**International Research and Exchanges Board. Summer Exchange of Language Teachers with the Soviet Union.** Under this program designed to improve the teaching of Russian in U.S. schools and universities, participants will attend a 10-week summer session at Moscow State University. Requirements: 4 years of college level Russian or the equivalent and a minimum of 2 years of teaching Russian at the college or secondary school level. Deadline: Dec 1. *Third Country Dissertation Research Fellowships.* Limited in number, these awards are for research on Eastern Europe and/or Russia in countries not included under IREX exchanges (Western Europe, Turkey, Greece, etc.). U.S. citizenship required. Duration: 12 months maximum. Deadline: Dec. 1. *Fellowships for Preparatory Study in the U.S. and Canada.* Supports essential linguistic preparation and area training in advance of travel to Eastern Europe or the Soviet Union under an IREX-sponsored program. Program is open to graduate students who have not completed their dissertations. Tenure: up to 14 months, begin-

ning July 1. Deadline: Feb 2. *Exchange of Senior Scholars in the Social Sciences and Humanities between ACLS and the Soviet Academy of Sciences.* For research lasting from 2-9 months. Deadline: Nov. 1. *Exchange of Senior Scholars in All Fields with the Ministry of Higher and Specialized Secondary Education of the USSR.* Provides support for 3-6 months of research in universities and other institutions under the Ministry. Deadline: Nov 1. *Exchange of Graduate Students and Young Faculty in All Fields with the Ministry of Higher and Specialized Education of the USSR.* For research at Soviet universities for periods of from 1 semester to a full academic year, with a 4-week intensive Russian language program. Program is open to both graduate students needing to complete their dissertation only and to postgraduate scholars. Deadline: Nov 1. *Programs with Eastern Europe.* For research in Bulgaria, Czechoslovakia, East Germany, Hungary, Poland, Romania, and Yugoslavia. Duration of research is expected to be at least a semester but no more than a full academic year. Deadline: Nov 15. *Ad Hoc Grants.* Supports short-term scholarly contacts leading to private exchanges, joint research, and new forms of academic cooperation between American scholars and their Soviet and East European counterparts, including those in Albania and Mongolia. Preference will be given to proposals which have already seen substantial planning and which are likely to develop into self-sustaining exchanges. Deadlines: Sept 30, Dec 31, Mar 31, and May 31. *Grants for Collaborative Projects.* Involving U.S. scholars and those from one or more of the exchange countries (including Albania and Mongolia), funding is provided for such projects as binational or multinational symposia, joint research or publication, data exchange, comparative surveys, and institutional exchanges of professors and students. Support is usually limited to \$10,000 or less. Deadlines: Oct 31 and April 30. Address all correspondence to: IREX, 110 E 59th St, New York NY 10022.

**Japan Foundation. Professional Fellowships.** Applications are accepted from established scholars either specializing in Japanese studies or desiring to increase their professional competence in the Japanese field. Support may also be given to translators from Japanese into English. U.S. citizenship or permanent residency required. Fellowships are of both long (4-12 months) or short (2-3 months) duration. Applications should contain a statement of specific goals for the project, proposed period of residence in Japan, and methodology to be used to obtain project objectives. Deadline: Dec 1. *Dissertation Fellowships.* Designed to allow doctoral candidates in American universities in the social sciences, the humanities, and other professional fields to carry out dissertation research related in substantial part to Japan or U.S.-Japan relations. Fellowships are tenable only in Japan for periods ranging from 6 to 14 months and are usually not renewable. Deadline: Dec 1. Write: Japan Foundation, Suite 430, Watergate Office Bldg, 600 New Hampshire Ave, Washington DC 20037.

**Kosciuszko Foundation.** Scholarships and fellowships for Americans of Polish descent in support of graduate study in any field or for other Americans in Polish studies; assistance for research and publication of scholarly texts on topics pertaining to Polish history and culture, exchange scholarships for study in Poland. Preference is given to students at the graduate level, and applicants for exchange scholarships must have at least an MA and a working knowledge of the Polish language. Deadline: Jan 15. Write: Kosciuszko Foundation, 15 E 65th St, New York NY 10021.

**Ministry of Education: ICETEX. Cross-Cultural Exchange Program.** Offers graduate study fellowships in linguistics, dialectology, and Hispanic American literature, tenable at the Inst Caro y Cuervo in Bogota. Bachelor's and fluency in Spanish required. Supports travel as well as tuition, room and board, and other expenses. For application information write: Ministry of Ed, ICETEX, Aptdo Aéreo 5735, Bogota, D.E., Colombia.

**National Academy of Sciences. Exchanges with USSR and Eastern European Academies.** Applicants must be U.S. citizens with a doctoral degree or its equivalent in various areas of the sciences, including the social or behavioral sciences.

Awards are for research visits (long-term visits of 5-12 months duration are particularly encouraged) to the USSR, Bulgaria, Czechoslovakia, Hungary, Poland, Romania, or Yugoslavia. 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 or more months). Deadline. Nov. Request application forms from: NAS, Commission on Intl Relations, USSR/EE, 2101 Constitution Ave, Washington DC 20418.

**National Endowment for the Humanities. General Research Program.** Supports a wide range of scholarships in the humanities. Collaborative, interdisciplinary research is especially encouraged. Deadlines: June 1 and Dec 1. **Research Materials Program.** Research Tools: Supports the production of basic reference works such as dictionaries, bibliographies, guides, and catalogs. Editing: For projects designed to make historical and literary papers or work more accessible for scholarly purposes. **Centers of Research Program.** Provides support for a limited number of major research collections and centers focusing on a particular area of the humanities. The purpose of the program is to help such institutions make their research collections more accessible and to carry out innovative programs of collaborative scholarly research. Support is usually for a 3-5 year period, and a substantial non-Federal contribution is also required. Deadline: Dec 1. **Research Translation Program.** Projects for translation of texts from any discipline relevant to scholarship in the humanities are eligible. Preference will be given to translation of primary sources from pre-modern periods, but outstanding secondary works of particular historical or cultural importance will also be considered. Translations from all languages are eligible, but emphasis is on those from Chinese and from the major Islamic languages, such as Arabic, Persian, and Turkish. Further information and application instructions for the above are available from the Div of Research Grants. **Fellowships for Independent Study and Research.** Provides support for 6-12 months of full-time research in the humanities. Stipends range from a maximum of \$10,000 (6-months) to a maximum of \$20,000 (12-months), and are designed primarily to replace salary lost during tenure. Deadline: June 1. **Fellowships in Residence for College Teachers.** Open to teachers in undergraduate and 2-year colleges who would like to increase their own knowledge of the subjects they teach. Fellowships will be held in residence at designated universities throughout the country. Under the program, the Fellow participates in a seminar directed by a distinguished scholar and undertakes a personal program of study and research (of his own choosing). Fellowships carry a maximum stipend of \$14,500 for the academic year plus a travel allowance of \$500. Seminar directors and locations are usually announced in September. Deadline. Nov. **Summer Stipends.** Carrying an award of \$2,000, these stipends are for 2 months of full-time study and research. Applicants affiliated with a college or university must be nominated by the president, dean, or other designated officer of the institution at which they are employed. Deadline Oct. **Summer Seminars for College Teachers.** Seminars to be offered are usually announced in December. Applicants must have at least 3 years of teaching experience at the junior college or college level. Stipend: \$2,000 plus travel allowance of \$250 if necessary. Deadline: Mar 1. The above programs fall within the scope of the Div of Fellowships. **Youthgrants in the Humanities.** Supports projects developed and conducted totally by students or other young people. Consideration will be given only to projects which (1) clearly relate to the humanities; (2) have a specific purpose, a clearly designed scope, and a carefully designed plan of work; an identifiable end product; and a high potential for helping individuals develop their critical faculties and their understanding of humanistic knowledge; and (3) are initiated, developed, and executed entirely by young people (although teachers and other scholars may serve as consultants or advisors). Some typical areas of support include the design or execution of an education program; humanistic research or study of a specific problem; or other activities aimed at applying humanistic knowledge or disseminating it through film, exhibitions, and other media. Grants range from under \$2,500

for individual projects to \$10,000 for group projects. A brochure describing the program in detail is available from Youthgrants in the Humanities, Mail Stop 103. Deadlines. Apr 15 and Nov 15. **Challenge Grants.** Intended to help humanistic institutions improve their financial stability by stimulating new or increased support from the public. Aid is limited to specific projects which have a defined scope, duration, and result and which relate to priority areas recommended by the National Council on the Humanities. Institutions or individuals receiving these grants must be able to provide 3 dollars in non-Federal funding to match every Federal dollar provided. Inquiries should be sent to NEH Challenge Grants, Mail Stop 800, NEH, 806 15th St, NW, Washington, DC 20506.

**National Fellowships Fund. Middle East and Africa Field Research Fellowship Program for Black Americans.** Applicants must be at the predoctoral level and do not need to be specialists in the Middle East or Africa at the time of application. Research is expected to last approximately 12 months. Deadline: Jan 5. **Graduate Fellowships for Black Americans.** Fields include the humanities and basic social sciences. Qualifications are as follows: (1) U.S. citizenship; (2) career in higher education planned; (3) enrolled or planning to attend a U.S. graduate school. Full-time study is also a prerequisite. Awards are for 1 year but may be renewed annually for an additional 3 years. Deadline: Jan 5. Request application forms from: Natl Fellowships Fund, 795 Peachtree St, NW, Suite 484, Atlanta GA 30308

**National Institute of Mental Health. Research Grants.** Support is provided for linguistic research projects, especially psycholinguistics. Grants are for basic research lasting up to 7 years. A limited number of small grants (\$5,000 or less) are also available to support preliminary research investigations and may be used to test new methods or techniques, analyze data previously collected, or to conduct prior studies. Deadlines: Feb 1 (June-July), June 1 (Nov), Oct 1 (Mar). Review periods for small grants vary, but application for projects to start in June, July, or Aug must be received by Jan 15. Applications for both grants must be submitted on official NIMH forms. Requests should be directed to: Grant & Contracts Management Branch, Office of Admin Management, NIMH, 5800 Fishers Ln, Rockville MD 20852

**National Science Foundation.** Linguistics has been recognized as a separate discipline at NSF since October 1975. Awards are made both for research projects and in support of doctoral dissertation research. Proposals for research projects are reviewed 3 times a year (Fall, Winter, and Spring), and should be submitted at least 6 months prior to the start of the project. Research ideas may be explored informally before submission of an actual proposal by writing: Paul G. Chapin, Dir, Ling Prog, NSF, Washington DC 20550. (Note, although NSF offers a variety of other grants, virtually all support for linguistics comes from the above programs.)

**Newberry Library. Fellowships for Individual Research** (One of the areas supported is early philology and linguistics.) Tenable for in-residence research at the Library. PhD or ABD required. Awards are for 1-3 months with support limited to \$500 per month. Deadlines: Apr 1 and Nov 1. **NEH Fellowships.** Again, for work in residence with the Library's collection. For established scholars, these awards are for 6-11 months duration and range up to a maximum of \$18,000 (includes housing subsidies for Fellow and dependents). Deadline: Apr 1. Inquiries to: Cte on Awards, The Newberry Library, 60 W Walton St, Chicago IL 60610.

**Permanent Conference of Ministers of Education of the States in the Federal Republic of Germany. Foreign Language Assistant Exchange Scheme.** Provides teachers and college level students of German the opportunity to serve as foreign language teaching assistants in secondary schools in Germany. Duration: 1 year. Deadline: Feb 1 (provided candidate is eligible for a Fulbright travel grant). Inquiries to: Ed Exch Service, Nassestrasse 8, 53 Bonn, Federal Republic of Germany

**Radcliffe Institute. Fellowships** Applications are welcome from women in all fields who have at least reached the post-doctoral level or its equivalent. Appointments are usually for a period of 1 year and require residence in the Boston area during tenure. The purpose of the program is to allow scholars to pursue independent research projects as members of an interdisciplinary community of scholars. Deadline, Nov 1. Application forms are available from: Radcliffe Inst, Fellowship Prog, 3 James St, Cambridge MA 02138.

**Rockefeller Foundation. Humanities Fellowships** Projects considered for funding under this program must be designed to illuminate and assess the values of contemporary civilization, and those of an interdisciplinary nature are especially encouraged. Awards will not be made for completion of graduate or professional study or for writing poetry or fiction. Applications should be submitted in the form of a proposal which fills one or more of the following objectives: (1) treatment of current social or cultural problems; (2) expansion of intercultural communication; (3) search for comparative cultural values in a pluralistic society and in the world; (4) discussion of a relatively unstudied area of human experience, (5) analysis and criticism of present perceptions and institutions of contemporary life; (6) clarification, deepening, or expansion of the historic meaning and tasks of the humanities, (7) exploration of the relevance of the humanities for the individual, society, and human experience. Maximum stipend: \$20,000. Deadline: Oct 1. Detailed information on application procedures is available from: Rockefeller Foundation Humanities Fellowships, The Rockefeller Foundation, 1133 Ave of the Americas, New York NY 10036.

**Smithsonian Institution. Foreign Currency Program (PL 480)** Financed entirely with currency of the participating countries, support is available for research in a number of areas, including linguistics. (Research of an interdisciplinary nature is also encouraged.) Awards range from \$10,000 to \$50,000 Duration: usually less than a year (renewable). Applications are acceptable from U.S. universities, museums, and other institutions of higher learning and must be in the form of a proposal which provides the following: (1) summary of the project, (2) a methodological as well as theoretical description of the proposed research, (3) vita and list of publications for the project's principal investigator, and (4) itemized budget [may not include cost of construction for any permanent buildings]. Detailed information on proposal format and other requirements is available from: Foreign Currency Prog, Office of Intl Progs, L'Enfant Plaza, Amtrack Bldg, Suite 3300, Smithsonian Inst, Washington DC 20560.

**Social Science Research Council. Fellowships for International Doctoral Research.** Applicants must be graduate students in the social sciences or humanities who will have completed all requirements for the PhD except the dissertation by the time the fellowship begins. Research must be on Africa, Asia, Latin America and the Caribbean, the Near and Middle East, or Western Europe. Deadline: Nov 1. *Postdoctoral Grants for Research on Foreign Areas.* This program is designed to support either research in one country, comparative research between countries in a specific area, or comparative research between several areas. Studies must focus on Africa, China, Japan, Korea, Latin America and the Caribbean, the Near and Middle East, South Asia, or Southeast Asia. In addition, there is a special program for research on the economy of China and others for collaborative research on Korea and Latin America. Deadline: Dec 3. Application information on both programs is available from: Social Science Research Council, 605 3rd Ave, New York NY 10016.

**U.S. Office of Education. Foreign Language and Area Studies Fellowships (NEA Title VI).** This program provides opportunities for training (on the graduate level) in the less commonly taught foreign languages or in related social and cultural area studies. Average support per award is \$4,550. Applications are accepted from institutions of higher education in the form of proposals for language and area study programs, number of fellowships to be made available under the

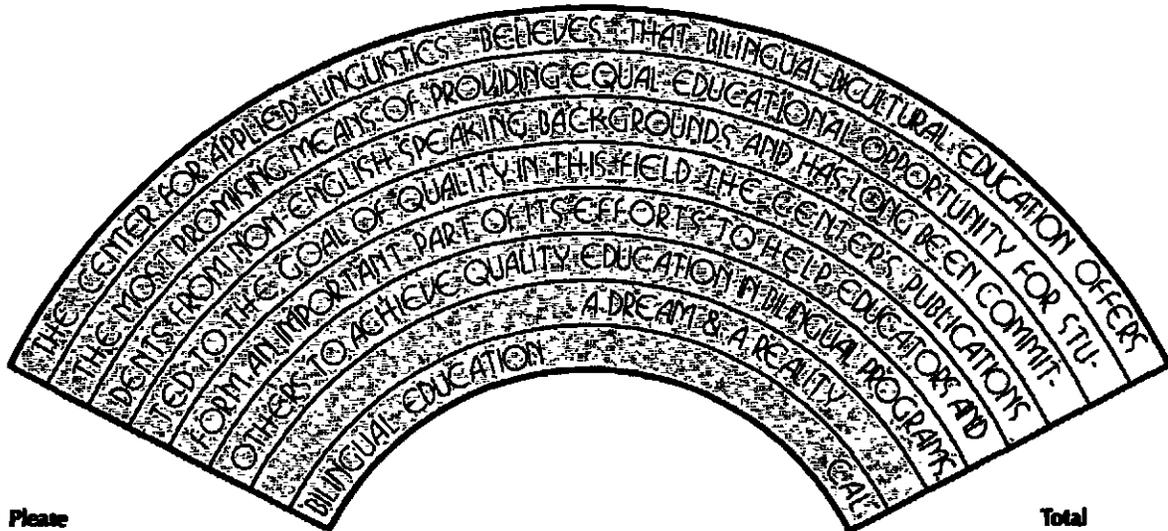
program must be specified (Individuals desiring fellowship support must apply directly to participating institutions.) Deadline Oct 1. *Doctoral Dissertation Research Abroad (Fulbright-Hays).* Fellowships are for research in foreign languages and area studies and are open to students who plan to teach at college level institutions in the U.S. Language training and acceptance as PhD candidate required Awards range from \$2,000 to \$10,000 Application materials are available from college and university graduate schools participating in the program. Candidates apply directly to such institutions, which then forward completed applications to Div of Intl Ed, Intl Studies Branch, USOE, Washington DC 20202. Deadline: Oct. *Opportunities Abroad for Teachers (Fulbright-Hays).* For 1978-79, applications will be accepted for either the teacher exchange program or for attendance at a summer seminar. Requirements: U.S. citizenship, bachelor's degree, and 3 years teaching experience for 1-year positions and 2 years of experience for seminars (current employment necessary). Seminars will be available for teachers of art, the classics, German, and World, Asian, or Middle Eastern history and area studies, with a special seminar also being planned for social studies supervisors, curriculum directors, teacher educators, and school administrators responsible for curriculum development. Deadline: Nov 1. Applications are available from the Tchr Exch Section *Faculty Research Abroad* Awards are for research and study in foreign languages, area studies, and world affairs which either could not be conducted in the U.S. or would benefit significantly from being conducted in the foreign environment. Duration: 3-12 months. Applicants must be U.S. citizens affiliated with a recognized institution; proficiency in relevant language required. Maximum award is usually \$7,000 Applications must be submitted directly to the employing institution, not to USOE. Deadline Oct. *Group Projects Abroad:* Designed to enable educational institutions to improve their programs in foreign languages, area studies, and world affairs. Projects may range from 6 weeks to 12 months, with funds to be used for travel, maintenance allowances, and other expenses. Awards range from \$5,500 to \$160,000, depending on scope of project and number of individuals involved. Application information is available for the Div of Intl Ed Deadline: October 15.

**Alexander von Humboldt Foundation. Research Fellowships.** These postdoctoral fellowships are available to support independent research projects (fields unrestricted) to be conducted initially at a German university or research institute. PhD, teaching or research experience, and publications required Fellows are selected by a committee which meets every March, July, and November, with applications due at least 2 months prior to each meeting. Awards range from \$8,800 to \$10,600 Application forms for U.S. applications are available from: German Academic Exch Service, 1 Fifth Ave, New York NY 10003. Inquiries may also be sent to Alexander von Humboldt Foundation, Schillerstrasse 12, D5300 Bonn-Bad Godesberg, Federal Republic of Germany

**Max Weinrich Center for Advanced Jewish Studies. Fellowships.** Fields include Yiddish language and linguistics. Awards are open to graduate students and are for full-time study at the Center. Send letter indicating interests, background, and scope of financial support needed to: Hannah Fysshdorf, Asst Dir, Yivo Inst for Jewish Research, 1048 Fifth Ave, New York NY 10028. Deadline: Jan 31.

**Wenner-Gren Foundation for Anthropological Research, Inc.** Projects supported are those which use cross-cultural, historical, biological, and linguistic approaches towards understanding man's origins, development, and variation. In general, preference is given to projects needing less than \$5,000 in support. Applications may be submitted at any time (except from May 1 to Aug 31) and must be received at least 6 months prior to the start of the proposed research Grantees must agree to acknowledge Wenner-Gren support in publications reporting results of the research, to give 2 copies of the publication to the Foundation's research libraries, and to comply with a number of limitations and conditions (details available

*Continued on page 8*



Please  
Check

	Price	Quantity	Total Price
<input type="checkbox"/> <i>El Lenguaje de los Chicanos. Regional &amp; Social Characteristics of Language used by Mexican Americans</i> edited by Eduardo Hernandez-Chavez, Andrew D Cohen, & Anthony F. Beltramo 1975 256 pp.	\$ 7 95	_____	_____
<input type="checkbox"/> <i>Guidelines for the Preparation &amp; Certification of Teachers of Bilingual/Bicultural Education</i> 1974 Quantity Discount: 10 or more copies	\$ 2.00	_____	_____
<input type="checkbox"/> <i>A Handbook of Bilingual Education</i> by Murel R. Saville & Rudolph C. Troike 1971 71 pp.	\$ 1.00ea.	_____	_____
<input type="checkbox"/> <i>A Handbook of Bilingual Education</i> by Murel R. Saville & Rudolph C. Troike 1971 71 pp.	\$ 3.00	_____	_____
<b>Papers in Applied Linguistics: Bilingual Education Series:</b>			
<input type="checkbox"/> 1. <i>Implications of Language Learning Theory for Language Planning</i> by Christina Bratt Paulston 1974 37 pp.	\$ 2.95	_____	_____
<input type="checkbox"/> 2. <i>Bilingual Children: A Resource Document</i> by Murel Saville-Troike 1975 149 pp	\$ 4.50	_____	_____
<input type="checkbox"/> 3. <i>The Use of Vernacular Languages in Education</i> by Patricia Lee Engle 1975 33 pp	\$ 2.95	_____	_____
<input type="checkbox"/> 4. <i>The Current Status of U S. Bilingual Education Legislation</i> by Hannah N. Geffert & others 1975 124 pp.	\$ 4.00	_____	_____
<input type="checkbox"/> 5. <i>Spanish-English Bilingual Education in the U S.. Current Issues, Resources, &amp; Recommended Funding Priorities</i> by Manuel Ramirez & others 1977 80 pp.	\$ 3 95	_____	_____
<input type="checkbox"/> <i>Proceedings of the First Inter-American Conference on Bilingual Education</i> edited by Rudolph C. Troike & Nancy Modiano 1975 401 pp	\$12.00	_____	_____
<input type="checkbox"/> <i>Spanish &amp; English of United States Hispanos: A Critical, Annotated, Linguistic Bibliography</i> edited by Richard V. Teschner & others 1975 352 pp.	\$ 8 95	_____	_____
<input type="checkbox"/> <i>Testing Language Proficiency</i> edited by Randall Jones & Bernard Spolsky 1975 146 pp.	\$ 8.95	_____	_____
	Totals	_____	_____

Orders under \$10.00 add \$1.50 postage & handling \_\_\_\_\_

ALL ORDERS MUST BE PREPAID.

Total Enclosed \_\_\_\_\_

Name \_\_\_\_\_

Address \_\_\_\_\_

Zip \_\_\_\_\_

Center for Applied Linguistics • 1611 N. Kent St • Arlington, VA 22209

New from Newbury House . . .

# Studies in Romance Linguistics

edited by Michio Peter Hagiwara

The 19 provocative research papers and one panel discussion which made up the Fifth Linguistic Symposium on Romance Languages. A revealing index of the scope and direction of linguistic inquiry among contemporary scholars. Such luminaries as Hall, Izzo, Malkiel, and Valdman (and some very promising younger researchers) cover a wide spectrum of concerns from structural as well as generative-transformational points of view. □ \$10.95

In the tradition of such previous Newbury House books as . . .

## LANGUAGE AND SEX

*Thorne and Henley, eds.* Probably the best existing single-volume survey of the impact of language on sex roles, stereotyping, discrimination, and liberation. □ \$8.95

## EXPLORATIONS OF THE LINGUISTIC ATTITUDES OF TEACHERS

*Williams et al.* Provocative research into the effects children's speech patterns have on their teachers' attitudes toward them. □ \$5.95

## TALKING BLACK

*Roger D. Abrahams.* What the rapidly-changing language patterns of Black Americans reveal about their social situation and heritage. □ \$6.95

## THE SOCIOLOGY OF LANGUAGE

*Joshua A. Fishman.* Social implications of language, and the growing interaction between social scientists and linguists. □ \$5.95

## LANGUAGE IN RELIGIOUS PRACTICE

*William J. Samarin, ed.* 11 scholars from varied disciplines analyze differences in language usage among Christians, Jews, Hindus, and so-called "primitive" religions. □ \$7.95

## SOCIOLINGUISTICS: A BRIEF INTRODUCTION

*Joshua A. Fishman.* How language patterns promote or impede social success, plus other insights from a fascinating new discipline. □ \$4.50

I enclose \$\_\_\_\_\_ for the books checked above.  
Please ship them promptly to:

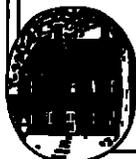
Please send me a free, complete catalog of Newbury House books.

Name \_\_\_\_\_  
School \_\_\_\_\_  
Address \_\_\_\_\_  
Zip \_\_\_\_\_

# Newbury House Publishers

68-L Middle Road • Rowley, Massachusetts 01969

Language Science / Language Teaching / Language Learning



upon request). The Foundation also has a *grants-in-aid program* which provides support for students seeking to undertake research projects at the advanced pre-doctoral level. Applications from students must be made jointly with a senior scholar who will be responsible for supervising the project and submitting a brief evaluative report on the research upon its completion. Also available under the program are a limited number of nonrenewable Richard Carley Hunt Memorial Post-Doctoral Fellowships, carrying a maximum stipend of \$4,000, to aid completion of specific studies or preparation of field materials by younger scholars. Application should be in the form of a letter supplying a brief description of the proposed project and the estimated starting date for the research. Write: Wenner-Gren Foundation for Anthro Research, Inc, 14 E 71 St, New York NY 10021.

**Woodrow Wilson International Center for Scholars. Fellowships.** The Center's fellowship program is organized in terms of 4 broadly defined academic divisions: historical and cultural studies; social and political studies; resources, environment, and interdependence, and advanced Russian studies (particularly in the social sciences and the humanities). The Center is also moving into the area of studies on the political, economic, and cultural life of Latin American and Caribbean countries. The program is one of in-residence research and writing of 4-12 months duration. Applicants must be at the post-doctoral level or its equivalent. Deadline: Oct 1. Application forms for advanced Russian studies are available from Kennan Inst for Advanced Russian Studies, Rm 320, Smithsonian Inst Bldg, Washington DC 20560. For all other programs write: Woodrow Wilson Intl Cntr for Scholars, Rm 321.

**President/Director:** Rudolph C Troike

**Deputy Director:** John H. Hammer  
**Associate Director for Programs:** Roger W Shuy  
**Administrative Vice President:** A. Dudley Ward  
**Controller:** Walter P McIntosh

**Program Director, Bilingual Education:** Rosario Gingras  
**Program Director, Indian Education:** William Leap

**Program Director, International Activities:** Anthony Robson

**Program Director, Information Services/ERIC:** Peter Eddy

**Program Director, Language & Education Resources & Service Center:** Aliens Grognet

**Program Director, Publications:** Begay B. Atkinson

**Program Director, Research:** Peg Griffin  
**Senior Advisors:** A. Hood Roberts, David DeCamp, Orlando Taylor

**Editor:** Begay B. Atkinson  
**Managing Editor:** Marcia E Taylor

**Associate Managing Editor:** Diane Bartosh

The Center for Applied Linguistics, established in 1969 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 works to promote cooperation between linguistics and other disciplines

The *Linguistic Reporter*, a newsletter for all those concerned with linguistics and its application to practical problems, 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, advertising inquiries, and books for review should be directed to the Editor, *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 first class); \$14.50 (foreign airmail).

**Board of Trustees**

Arthur S. Abramson, Professor of Linguistics, U Connecticut, *ex officio*  
 Courtney B. Cazden, Professor of Education, Harvard  
 John Elmendorf, Senior Program Officer, Academy for Educational Development  
 Charles A. Ferguson, Professor of Linguistics, Stanford  
 Oscar Garcia, Executive Director, Puerto Rican Legal Defense & Education Fund  
 Asa Hilliard, Dean, School of Education, San Francisco State U  
 Dell H. Hymes, Dean, Graduate School of Education, U Pennsylvania  
 Ilsa Lehtiste, Professor of Linguistics, Ohio State U  
 Winifred P. Lehmann, Professor of Linguistics, U Texas-Austin  
 George A. Miller, Professor, Rockefeller U  
 Arnulfo Oliveira, President, Texas Southmost Coll  
 Herbert H. Paper, Professor of Linguistics, U Michigan  
 Christina Bratt Paulston, Chairman, Department of Linguistics, U Pittsburgh  
 Dillon Piatero, Director, Navajo Division of Education, Navajo Nation  
 Billy R. Reagan, General Superintendent, Houston Independent School District  
 Frank Robbins, Executive Vice President, Summer Institute of Linguistics  
 Datus C. Smith, Consultant, Asia Society  
 Malcolm D. Talbot, President, Rutgers U Foundation  
 William Turnbull, President, Educational Testing Service  
 Gordon B. Turner, Vice President, American Council of Learned Societies

**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