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## SSRC IS ACTIVE IN LINGUISTICS AND PSYCHOLOGY

By John B. Carroll  
Harvard University

[This history of the SSRC Committee on Linguistics and Psychology was written for the REPORTER by Professor Carroll at the last meeting of the Committee, which took place December 3 and 4, 1959 at the SSRC offices in New York.]

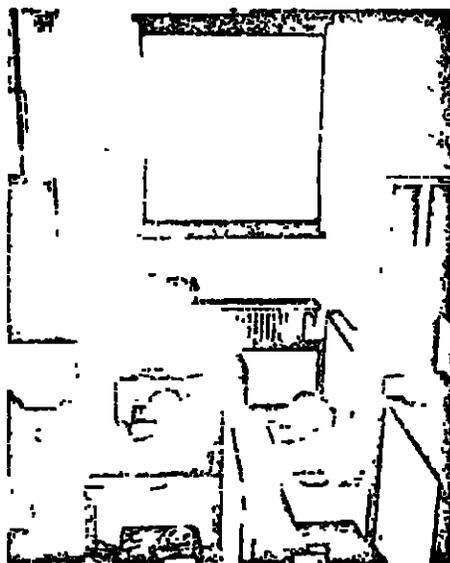
IF THERE is any such thing as pure linguistics, it has been concerned with languages as codes or systems of symbols treated almost as if they existed independently of the human beings who use such languages. In applied linguistics, however, one is inevitably confronted with the fact that languages do indeed have something to do with living speakers, and many of the problems of applied linguistics—teaching foreign languages, for example, seem to call for knowledge about the psychology of the learning process or the psychology of social communication. Ten years ago, it would have been hard to find a psychologist who knew enough about both linguistics and the psychology of the learning process to make a contribution to applied linguistics.

Today, however, partly through the efforts of the Committee on Linguistics and Psychology, established in 1952 by the Social Science Research Council, it is possible to name dozens of psychologists who have become interested in the psychology of language and verbal behavior and who are conducting research which is believed already to show promise of usefulness in various kinds of applied linguistic programs.

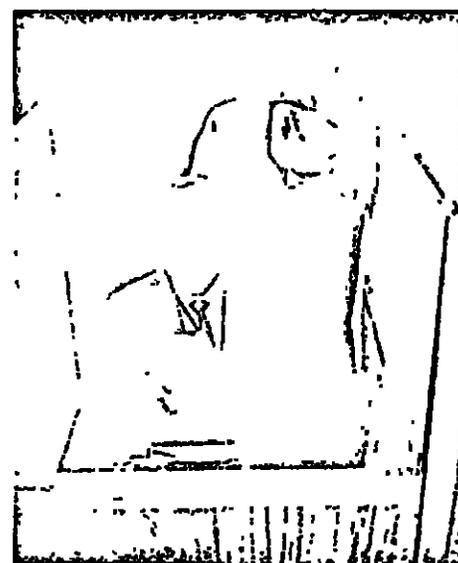
### Applications in Psychology

In 1950, the Carnegie Corporation of New York set in motion a train of events which led to the formation of the Committee two years later. It asked the writer, a psychologist with some training and interest in linguistics, to survey the possible applications of linguistics to education, psychology, the teaching of languages, and other topics—a survey which eventuated in the writer's book *The Study of Language* (Harvard, 1953). It also

See SSRC, 2, Col. 1



Le Laboratoire de langues—Un professeur contrôle les enregistrements effectués par les étudiants.



Un cabinet du laboratoire—Un professeur écoute un enregistrement effectué par un étudiant.

## St. Cloud Method Is Audio-Visual\*

French for Foreigners is based on Français élémentaire

By Hélène Gauvenet

Centre de Recherches et d'Etudes  
pour la Diffusion du Français

A carefully established sequence leads from the simple to the complex in the vocabulary as well as in the grammar and phonetics of the French language.

The General Office of Cultural and Technical Affairs in the Ministry of Foreign Affairs has opened 41 audio-visual Centers or Courses which function regularly in 21 countries: their teachers have taken an orientation course at St. Cloud and use the methods and pedagogical materials devised by the Centre de Recherches et d'Etudes pour la Diffusion du Français

At the St. Cloud Center itself, a course is given twice a year: in the spring and in the summer. Last summer about 50 students representing 14 different nationalities attended and as many French and foreign teachers desirous of using our method.

The method is tested and evaluated by

See St. Cloud, 4, Col. 1

\* Translated and adapted from the original French by Raleigh Morgan, Jr.

AN audio-visual method which has aroused great interest in language teaching circles is that developed at the Centre de Recherches et d'Etudes pour la Diffusion du Français at the Ecole Normale Supérieure in St. Cloud, France. This method is designed to teach French to foreign adults, both young and old, who have never taken courses in French. The method comprises at present a series of 32 lessons, each composed of three parts: the Sketch, the Grammatical Mechanism and Phonetics. Each of these parts is a dialogue prepared within the framework of the vocabulary and basic grammar of what is called "français fondamental," with certain supplementary material dictated by circumstances.

Teaching materials include both magnetic tapes, on which the dialogues are recorded, and filmstrips, the projection of which is to be synchronized with the playing of the recorded tape. All are used in conjunction with the small handbook "Voix et Images de France" which contains the text of the 32 lessons.

encouraged the writer to organize, in the summer of 1951, an interdisciplinary seminar of psychologists and linguists to make a more detailed study of possible ways in which joint efforts of psychologists and linguists could be fruitful. Three psychologists (J. B. Carroll, C. E. Osgood, and R. L. Solomon) and three linguists (F. B. Agard, S. Newman, and T. E. Sebeok) participated in the seminar, which resulted in a mimeographed report defining the field of "psycholinguistics" as it was called, and listing research problems. Leonard Newmark and Don Dulany were graduate assistants for the seminar.

#### Committee Formed

From these efforts, the initiative was taken chiefly by Osgood and Sebeok to form a Committee on Linguistics and Psychology which would be responsible for providing continued leadership and support for the new (or reborn) field of psycholinguistics. A complete roster of the persons who have served on the committee may be of interest; the charter members are starred:

- \* John B. Carroll, psychologist, Harvard University; 1952-; Chmn. 1954-55.
- Charles A. Ferguson, linguist, Center for Applied Linguistics, 1959.
- Joseph Greenberg, linguist, Columbia Univ., 1953-54, 1957-.
- James J. Jenkins, psychologist, Univ. of Minnesota, 1953-; Chmn. 1956-.
- Wallace E. Lambert, psychologist, McGill Univ., 1950.
- Alvin M. Liverman, psychologist, Univ. of Connecticut, 1954-59.
- \* Floyd G. Lounsbury, linguist, Yale Univ., 1952-59; Chmn. 1953-54.
- \* George A. Miller, psychologist, Harvard Univ., 1952-53.
- \* Charles E. Osgood, psychologist, Univ. of Illinois, 1952-59, Chmn. 1952-53.
- \* Thomas A. Sebeok, linguist, Indiana Univ., 1952-59.
- Rulon S. Wells, 3rd, linguist, Yale Univ., 1954-59; Chmn. 1955-56.

#### Grants Support Project

In addition, Joseph B. Casagrande, anthropologist, Social Science Research Council, has since 1952 served as the SSRC staff member assigned to assist the committee in carrying out its various projects. The committee has no permanent status in the SSRC, but the SSRC has seen fit to reappoint it annually. Most of the committee's work has been supported by grants from the Carnegie Corporation of New York, but one project was also assisted by a grant from the U. S. Public Health Service.

#### Research Seminars

The committee has sought to promote the investigation of psycholinguistic problems chiefly by organizing research seminars and conferences in special areas.

These meetings, which have been anywhere from three days to 8 weeks in length, provide opportunities for specialists to talk face-to-face with each other and arrive at insights and understandings which they would be less likely to achieve if they had to depend only on published research reports. Furthermore, the interdisciplinary nature of these meetings has made it possible for specialists from many different fields to gather and talk over problems—specialists not only from linguistics and psychology but also from anthropology, sociology, psychiatry, neurology, history, and philosophy, political science, literary criticism, and so forth. The committee has been continually surprised to discover the many directions in which problems of language extend. From the start, the committee decided that it should give primary attention to those problems that demand the skills and solicit the interest of both linguists and psychologists. Purely linguistic or psychological problems are considered only to the extent that they are necessarily involved in psycholinguistics.

#### Psycholinguistics

In the first two or three years of the committee's existence, its major mission turned out to be simply to help the representatives of various fields educate each other in terminology and points of view. Terms like phoneme, morpheme, and form class had to be carefully explained to psychologists, while terms like stimulus generalization, reinforcement, and habit-family hierarchy were equally unfamiliar to linguists. The first major conference organized directly by the committee, for the summer of 1953, was an 8-week seminar specifically devoted to comparing three approaches to the study of language: (1) structural linguistics, (2) the psychology of learning, and (3) the mathematical theory of information. This seminar, which took place at Indiana University in conjunction with the Linguistic

Institute, resulted in a 210-page monograph *Psycholinguistics* which summarized the state of knowledge at the time it was published (1954) and outlined many problems in further research, including problems on second language learning. The concepts of compound and co-ordinate bilingualism were probably first developed in this monograph. Undoubtedly, this monograph and other activities of the committee stimulated research, and of course the members of the committee have themselves conducted research of an interdisciplinary character.

#### Conferences

Over the following five years, 5 short work-conferences and one 6-week summer seminar were held. These were:

- May 1954: *Problems of Bilingualism*, Columbia University, Uriel Weinreich, Chairman.
- Feb. 1955: *Techniques of Content Analysis*, University of Illinois, Charles E. Osgood, Chairman. (The results of this conference have just appeared as a book edited by Ithiel DeSola Pool, *Trends in Content Analysis*, published by the University of Illinois Press, 1959.)
- May 1955: *Associative Processes in Verbal Behavior*, University of Minnesota, James J. Jenkins, Chairman.
- April 1956: *Dimensions of Meaning: Analytic and Experimental Approaches*, Yale University, Rulon S. Wells, 3rd, Chairman.
- April 1958: *Aspects of Verbal Style*, Indiana University, Thomas A. Sebeok, Chairman. (To appear shortly in a book edited by Professor Sebeok, *Aspects of Style in Language*, Technology Press & John Wiley, 1960.)
- Summer 1958: *Problems of Aphasia*, Boston V.A. Hospital, Charles E. Osgood, Chairman. (A multilithed report is available on request from Professor Osgood, Department of Psychology, University of Illinois.)

A major research project sponsored by the Committee was the so-called Southwest Project in Comparative Psycholinguistics, under the general direction of the writer. Its purpose was to make experimental tests of the general hypothesis that the structure of language affects thought and behavior in different ways for speaking of different languages, this hypothesis expressed most cogently by the

See SSRC, 3, Col. 2

### THE LINGUISTIC REPORTER

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## Georgetown Announces Roundtable

**Eleventh Meeting Will be April 8-9, 1960**

IT WAS recently announced that the Eleventh Annual Roundtable on Languages and Linguistics will be held at Georgetown University, Washington, D. C., April 8 to 9, 1960.

The Roundtable will feature panels on such topics as Linguistics and Literature, Language and Meaning, Culture and Language Teaching. Participants will include Professors A. A. Hill, Rulon S. Wells, Robert B. Lees, Hugo Mueller, George L. Trager, Robert Lado and Jane Kluckhohn.

Dr. Kenneth W. Mildenberger, Chief, Language Development Section, of the U. S. Office of Education, will be the speaker at the annual luncheon.

## ICA Seeks Training Officers In English Teaching

**Foreign Service Positions Offer Career**

OFFICIALS of ICA recently announced that they are seeking a limited number of persons qualified for Assistant Training Officers (Language) for assignment overseas. ICA sources indicated that assignments would be on a world wide basis, although the need is particularly acute at missions in Indonesia and Argentina. Appointees would be given a rating as Foreign Service Reserve Officers, commensurate with previous training and experience. Preference will be given to applicants interested in a career with the Agency and an assignment to a mission is for two years with possible re-assignment.

The position qualifications call for training and experience in linguistics and the teaching of foreign languages or English as a second language. Additional qualifications include administrative and organization ability and the personality and tact required in dealing with the public.

### Liaison Officer

The Assistant Training Officer (Language) will be primarily a liaison officer and will collaborate with agencies, such as Binational Centers, in establishing and maintaining training standards required by ICA.

Interested persons should request an application for the position of Assistant Training Officer (Language) from the Office of Personnel, International Cooperation Administration, 815 Connecticut Ave., N.W. Washington 6, D.C.

## MATERIALS ARE REPORTED AVAILABLE

**Texts are Reprinted for Serbo-Croatian and Turkish Students**

IN A RECENT communication from Istanbul, the Center learned that the Ford Foundation rather than the Rockefeller Foundation provided funds for the Robert College language laboratory. [See *The Reporter*, Vol. I, No. 3, p 7.]

It was also learned that the Serbo-Croatian and Turkish versions of the ACLS Spoken English textbooks have been reprinted. The Serbo-Croatian version was reprinted in 2,000 copies by a commercial firm known as the Rad Publishing Company in Belgrade and is presumably available from them.

The Turkish version was reprinted by two organizations during 1959. Copies of the Turkish version are available from the Turkish-American Association, 42 Mithatpaşa Caddesi, Ankara. Sheldon Wise, Robert College, has greatly expanded and adapted Book II of the General Form for use by Turkish students. The material, however, is so far available only in mimeographed form and in very limited quantities.

SSRC—from page 2

late Benjamin Lee Whorf (see his collected writings in *Language, Thought and Reality*, edited by the writer and published 1956 by Technology Press & John Wiley & Sons). The project was conducted in the American Southwest where studies could be made among Indian and other groups (Navaho, Hopi, Hopi-Tewa, Zuni, Mexican-Spanish). A staff of 15 psychologists and linguists spent the summer of 1955 acquainting themselves with the various languages involved and planning field studies which were then carried out in the summer of 1956. The results of many of the studies have already appeared as articles in journals, a brief description may be found in *SSRC ITEMS* for December 1956. A general monograph summarizing the results is planned. It can already be said, however, that while certain effects of different language structures can be identified, they are very small compared to the large areas in which all the languages studied seem to operate psychologically in the same way. Linguistic universality seems to be the rule, linguistic relativity the exception.

### "Language Universals"

These results, in fact, have now turned the attention of the committee in the direction of investigating "language universals," and it is now contemplating holding a series of work conferences on this subject.

The committee has also been planning

## AIR FORCE HAS ENGLISH PROGRAM

**Large School is at Lackland**

AMONG the various activities at Lackland Air Force Base, San Antonio, Texas, is a large and expanding program for the teaching of English to foreign air force trainees. Military personnel from fifty different countries come to Lackland for specialized training in thirty-six different technical areas. This training is preceded by language and orientation in view of the fact that the successful completion of the program itself depends on proficiency in English.

### New Materials

English instruction started in 1949 on a temporary basis and in 1953 the Air Force Language School was established and has grown from a program with an instructional and related staff of five to one of fifty-six. This staff has to date trained 10,000 foreign fliers. The Director of the School is Dr. Roy Cherrier. Materials were initially prepared by the staff as the need arose; now, however, with the school firmly established, new linguistically-oriented materials are in the process of being prepared by English Language Services of Washington, D.C. and will be adopted by the Air Force in March.

One of the specialized areas of training handled by the Lackland Language School consists of training foreign personnel to teach English in Air Force schools in their own countries. The American Air Force establishes a center, trains the teachers, then turns the school over to the Air Force of the respective country. Such schools have been established in seventeen different countries to date. The new linguistically-oriented materials will be extended to these centers as well.

## CEEB INAUGURATES LANGUAGE TESTS

ON FEBRUARY 29, 1960 listening-comprehensive tests in French, German, and Spanish will be administered as an optional part of the college admissions testing program of the College Entrance Examination Board. This will be the first time that this kind of test will be included in the regular series of tests

a work conference on problems of second-language learning. In view of the NDEA boost to foreign language studies, it is likely that this problem will engage the committee in considerable activity.

The committee is also preparing a bibliography of the psychology of language in all its aspects. This is likely to contain upwards of 10,000 entries, but no publication date can be announced as yet.

means of graduated examinations which are given at the beginning of the course, during the course and at the end.

### Entrance Examination

The entrance examination includes intelligence tests and tests of auditory aptitude which permit the assignment of students in different groups according to their level of proficiency. Progress is checked during the course after every five lessons thus permitting a numerical evaluation of results according to the number of errors and a qualitative evaluation indicating to the teacher the most frequently committed errors, thus allowing him to revise his instructional methods accordingly. These progress checks have helped us to perceive faults and weaknesses in the method and to rework lessons which do not have the necessary effectiveness.

### Varied Linguistic Background

The fact that we accept students with an extremely varied linguistic background makes the task of the teacher much more difficult but it opens to us a quite vast field of research and, by that very means, enables us to study the phonetic problems and difficulties typical of each type of language.

There is probably no better way to indicate our principles and goals than by describing in detail the psychological process involved in learning.

### Psychological Process

From the beginning of lesson I, the student is introduced to a transposed reality fashioned from words and images. The student must accept a certain number of conventionalized patterns in order to "participate" in this reality. Certain ones adapt themselves readily, others resist the unreality of a fictive world. Our artists have striven to create an "atmosphere" capable of facilitating the transition; they have also tried to simplify and schematize the image in order that it will be basically uniform in the impressions it evokes. It appears moreover that the extreme concentration of activity in the picture, eliminating all useless motion or all accessory objects, facilitates, here, as in animated drawings, the transition to the world of fiction. And this activity is not only seen but "heard." Thenceforth, the language cannot be reduced to a series of words or to formal grammatical rules. It becomes an integral part of the situations perceived in their static or dynamic structure and at the same time reveals its fundamental structures. All this is closely connected.

### New Reality

Thus, the student looks at and listens to the lesson once, twice. Perhaps one

might wish that these elements would suffice to help each pupil learn the sentences he hears. But that sort of thing is a mental image. The approach to new reality and to a new language demands careful planning. We will have, in the same group, about 15 people of different linguistic origin, of different cultures; each reacts differently to the image, makes association with it which are a part of his own personal experience; and each hears differently because he hears according to the structure of the language which he speaks.

This is why the presence of the professor is indispensable. After the showing of the film, he reviews the latter image by image, and tries to make each sentence perfectly clear, by references to reality, by mimicry or by drawing. Translation is used only when all other means of explanation becomes impossible. This comprehension phase normally prepares the



La classe—Les étudiants écoutent et regardent

phases devoted to repetition and phonetic learning. A word is all the more quickly learned and retained when it maintains closer logical connections with other elements of the sentences, the latter maintaining close connections with a clearly defined reality.

### Repetition and Memorization

The importance of this first phase is clearly apparent. Then comes the phase of repetition and memorization.

The professor calls for individual repetition of verbal structures to which students have listened. There again, certain phonetic errors may reveal errors of comprehension. In this case, one must return to the situation given by the image in order to make corrections.

The repetition of verbal forms punctuated by the key words: "listen, repeat" demands from the professor a knowledge

of the laws of phonetics and of the standard pronunciation of French. All the recordings of our lessons on magnetic tape have been made under the direction of phoneticians and conform to this standard pronunciation. We have eliminated the *accent d'insistance* in order to preserve in its purity the basic intonation melody of French.

### Exactness in Pronunciation

Here again, the role of the professor is of great influence, especially during the first 10 lessons. He must demonstrate from the very first phase of the first lesson that he is very exacting with respect to pronunciation, for any negligence may give rise to bad habits which may take firm root.

When the student has acquired a certain skill in hearing which allows him to recognize French sounds and to distinguish correct or incorrect pronunciation, he may then take a tape into one of the booths of the language laboratory. Each booth is provided with a tape recorder which permits him to listen to the model recording and to record his voice, in succession in the "silent spaces" provided for this purpose; finally he may listen to the voice of the professor and to his in succession, compare them, erase his recording if it is bad and begin again until the comparison shows him that progress has been accomplished, if not an entirely correct pronunciation.

### Last Stage

We come then to the last stage, that of conversation.

The student at this point has at his disposal a certain linguistic stock. It becomes a question of whether he can use it in varied life situations. He must therefore learn to introduce a structural unit into other units, he must learn—somewhat as a prestidigitator—to "juggle" words and grammatical forms. This is the role of the "Grammatical Mechanism" and the exercises which the professor devises from it. This multiplies the diversity of the situations in order that the student may perceive the total capabilities of a word or of a structure.

### Enriched and More Complicated

As the student progresses and advances, the situations presented to him by the picture on the filmstrips may be exploited still more. They are enriched, made more complicated. A picture recalls to them preceding situations and permits the review of verb forms learned beforehand. It is also at this level that one presents to the students animated films which multiply the images and the situations.

See St. Cloud, 5, Col. 1

## FULBRIGHT AWARDS ARE AVAILABLE

### Positions Are Offered in English and Linguistics

FULBRIGHT lectureships in linguistics and the teaching of English as a foreign language are unfilled for the academic year, 1960-61, in the following countries:

**CEYLON:** One lectureship at University of Ceylon, July 1960-March 1961, in principles of general and descriptive linguistics, problems of historical and comparative linguistics, applied linguistics.

**COLOMBIA:** Three awards at University of Valle, Cali, National Pedagogical University in Bogotá, and Catholic University in Bogotá, April-November 1960. Grantees will work with Colombian professors of English in the preparation of experimental teaching materials and in organizing seminars and in-service training programs. They should have training in linguistics and its application to the teaching of English as a foreign language.

**JAPAN:** One award at Tsuda College and Waseda University, Tokyo, October 1960-March 1961, for a senior linguist to lecture and conduct seminars in structural linguistics and the teaching of English as a foreign language.

**UAR:** One award at Damascus University, October 1960-June 1961, for a specialist with training in structural linguistics to lecture to faculty members and graduate students in the Department of English on the methodology of teaching English as a foreign language.

Persons interested in applying should write to the Conference Board of Associated Research Councils, Committee on International Exchange of Persons, 2101 Constitution Avenue, N.W., Washington 25, D. C.

*St. CLOUD—From Page 4*

bring before them various aspects of French civilization and permit more enriching conversations. It is thus that the student progresses step by step through the maze of language. The latter never appears to him as a game of abstract and gratuitous formulas, but always an expression of those aspects of life which are at once universal and individual, embodied in the historical tradition of a nation. Later, if he wishes, the student may study more thoroughly this language that he has just learned, look upon it as an entity whose laws may be studied, but we work hard to have him look upon it initially as the living expression of humanity at once rational and imaginative. [See also Book Notices, p. 6.]

## SCHEDULE OF MEETINGS

February 2-5, 1960  
Los Angeles, California

February 26-27, 1960  
Waco, Texas

March 28-30, 1960  
New Haven, Connecticut

March 31-April 2, 1960  
Cincinnati, Ohio

April 19-22, 1960  
Denver, Colorado

April 8-9, 1960  
Washington, D.C.

April 11-13, 1960  
New York City

April 28-30, 1960  
Lexington, Kentucky

June 11-13, 1960  
Kingston, Ontario

National Symposium on Machine Translation

National Association of Foreign Student Advisers  
English Language Section

American Oriental Society

Conference on College Composition and  
Communication (NCTE)

National Association of Foreign Student Advisers

Georgetown Round Table

Association for Asian Studies, Inc.

Kentucky Foreign Language Conference

Canadian Linguistics Association (Annual)

## LANGUAGE FEDERATION MEETS AT CHICAGO

### Dostert is President

AT THE annual meeting of the Executive Committee of the National Federation of Modern Language Teachers Associations, held in Chicago on December 30 and 31, 1959, Professor Leon E. Dostert, Director of the Machine Translation Project, Georgetown University, automatically succeeded to the office of President of the Federation, and Professor Karl-Heinz Planitz, Wabash College, secretary of the AATG, was unanimously elected Vice-President for 1960 and President-Elect for 1961. By a similar unanimous vote, Professor Emeritus Henry Gratton Doyle, The George Washington University, was reelected for an additional four-year term as Secretary-Treasurer.

### Mortimer Graves Elected

To succeed President Emeritus James B. Conant of Harvard University as Honorary President, the Committee unanimously elected Mortimer Graves, former Executive Director of the American Council of Learned Societies (which he served for 30 years), the leading spirit in the Intensive Language Program of the ACLS, and, with J Milton Cowan and others, in the Language and Area Studies Program

of the Army Specialized Training Division in World War II. Mr. Graves is the third distinguished recipient of this honor: the first was Dr. Earl J. McGrath of Teachers College, Columbia University, who as U.S. Commissioner of Education "sparked" the current renaissance of language and area studies; the second was Dr. Conant, who has been a consistent advocate of worthwhile and continuous programs in modern foreign languages, as well as science and mathematics programs, in American education.

### Africa is Topic

The feature of the meeting was a well-attended public meeting on December 30, at which Vice-President Stephen A. Freeman of Middlebury College spoke on "Africa in the World Language Picture", and a panel under the chairmanship of Dr. Dostert discussed "Tradition and Innovation in Foreign Language Teaching". Members of the panel, in addition to Messrs. Dostert and Doyle, were Frederick D. Eddy of Georgetown, Winfred P. Lehmann of the University of Texas, and Albert H. Marckwardt of the University of Michigan.

# Book Notices

A gratifying development in English textbooks for American College students is the appearance of several excellent texts in which structural linguistics underlies the presentation.

Four grammars representative of this approach, are *The Structure of American English* by W. Nelson Francis (New York: The Ronald Press, 1958); *American English in its Cultural Setting* by Donald J. Lloyd and Harry R. Warfel (New York: Alfred A. Knopf, 1957); *Patterns of English* by Paul Roberts (New York: Harcourt, Brace & Co., 1956), and *A Short Introduction to English Grammar* by James Sledd (Chicago: Scott, Foresman & Co., 1959).

## Diagramming System

In this book, Francis introduces a system of diagramming to represent the various structures encountered in English syntax. His system differs from traditional ones in that, instead of rearranging words to reveal their grammatical relationship, Francis preserves word order and shows that grammatical organization is a complex of many structural layers with certain sequential relationships between constituents.

Other additional features in the Francis book include a chapter on graphics, one on the dialects of American English (by Raven McDavid) and a final chapter "Linguistics and the Teacher of English." Appendices include a glossary of technical terms and a general bibliography.

## Pattern Formulas

Lloyd and Warfel announce their book as "a translation from the jargon of the specialists into standard written English—a humane introduction to that most human of all activities, human language . . ."

The authors introduce English structure in sections labeled "How our Language Works", "How we Sort our Words" and "How we Form our Sounds". Patterns are revealed by means of formulas presented in the form of charts with sections labeled to show constituents and their relationship to each other. Sound structure is presented also by means of charts and diagrams. Semi-vowels are regarded as movements and direction of movement is represented by arrows on vowel parallelograms.

Additional sections in Lloyd and Warfel discuss the social basis of language, writing systems and the application of the structural concept to style, and the like.

## Shorthand Method

Paul Roberts teaches English structure by what he calls a "shorthand method". Letters are assigned to the word classes and these letters are used to create construction formulas, indicating constituents and arrangements. Roberts shows how basic patterns can be expanded in the

section on clusters and pattern parts and the concept of the function unit is introduced. Space is also devoted to punctuation and its relationship to suprasegmentals. The volume ends with a review chapter which recapitulates the entire system already presented.

## Tradition plus Linguistics

Sledd indicates that he has preferred to retain some of the traditional features of grammatical analysis but that he departs from tradition in aiming at linguistically honest description of English in a step-by-step progression from sound to sentence.

Sledd introduces English phonology by reference to the Trager and Smith analysis but, in later stages, gives a treatment of vowels diphthongs which is an independent modification of Kenyon's analysis, recognizing long and short vowels and diphthongs. The author states that he does not identify the sentence by either the traditional definition or exclusively by phonological criteria. He rather uses a combination of both calling a sentence an utterance with a complete subject and complete predicate (as opposed to sentence fragments), ending in one of two terminals with at least one independent clause and which may be expanded or unexpanded.

The book contains also a glossary of grammatical terms and a chapter entitled "Applied Grammar: Some Notes on English Prose Style."

## Useful Volumes

All volumes are written in a readable style, as reasonably non-technical as possible. All use various techniques to help the student digest theory, such as frequent summaries, exercises, review chapters, or collateral reading.

It is to the credit of all that they have had a good measure of success in applying linguistic theory to an exposition of English structure for the beginner and that they have made the student aware of the role of structuralism in interdisciplinary areas of language study.

The Ecole Normale Supérieure at St. Cloud is of special interest for applied linguistics in that it is the home of the Centre d'Etudes du français élémentaire. This center undertook the investigations which served as guides for the basic vocabulary (1374 words) published as *Le français élémentaire*. Paris: Centre National de Documentation pédagogique, 1954. This vocabulary and accompanying list of grammar points has official status in France as the foundation for introductory French courses for foreigners.

## Statistics and Disponibilité

The investigations are described in *L'Elaboration du Français Élémentaire: Etude sur l'établissement d'un vocabulaire et d'une grammaire de base*, by Georges Gougenheim, Paul Rivenc, René Michéa, and Aurélien Sauvageot. Paris: Didier, 1956.

Included in the investigation were studies of the frequency of words in conversation, the frequency of certain grammatical constructions, and also an interesting investigation of the quality (*disponibilité*) that some words have of coming readily to mind for discussion of a certain subject.

## Results Applied

Course materials based on *le français élémentaire* include *Le Français élémentaire: Nouveau cours de langage pour les classes de débutants des écoles africaines* by A. Davesne. Paris: Istra, 1955; *Une ferme en France* by Pierre Fouré. Paris: Didier, 1956.

*Le Français élémentaire: Méthode progressive de français parlé* by G. Mauger and Georges Gougenheim (with the collaboration of Mme. Ioannou.) Paris: Hachette, 1955; *Méthode de lecture à l'intention des travailleurs originaires d'Afrique du nord* by Paul Rivenc. Paris: S.E.V.P.E.N., 1957.

The text of the recorded materials mentioned in the article in this issue by Professor Gauvenet of the St. Cloud institution is found in: *Voix et Images de France: Méthode rapide de français* Paris: Ministère de l'Education Nationale, 1958.

## American Application

An elementary course making use of *le français élémentaire* for use in the United States is the text by Theodore Mueller and Edgar Mayer: *La Structure de la langue française: A Linguistic Analysis of the Basic French Structures*. [Gainesville, Fla.]: Foreign Lang. Dept., Univ. of Fla., 1958.

At present the Centre at St. Cloud is engaged in studies which will lead to a basis for second-level courses.

## Southeast Asian Languages Discussed In Hong Kong Second Round-Table Conference Held

The second round-table conference of the Southeast Asian language experts of the Association of Southeast Asian Institutions of Higher Learning was held at the University of Hong Kong, November 2-5, 1959. With Hong Kong's Professor F. S. Drake as Chairman and Dr. Cecilio Lopez of the Philippines as Vice Chairman, twenty-two delegates from Hong Kong, Malaya, the Philippines, and Thailand met for the reading of papers and for the discussion of resolutions adopted at the 1957 meeting of the same group.

The opening address of the meeting was given by Dr. Lindsay T. Ride, Vice-Chancellor of the University of Hong Kong, and a message of greeting from the President of the ASAIHL, Professor Alexander Oppenheim, Vice Chancellor of the University of Malaya was read.

### Papers Presented

The following papers were presented at the meeting: "Research Connected with Southeast Asian Languages" by Professor Cecilio Lopez, University of the Philippines; "Some Reflections on Teaching Chinese Language to Non-Chinese Students" by Ma Meng, University of Hong Kong; "Proverbs and Aphorisms in Southeast Asian Languages" by Professor R. Roolvink, University of Malaya; "Tamil Proverbs and Aphorisms" by Sri M. Rajakannu, University of Malaya; "Thai Proverbs and Aphorisms with Linguistic Discussions" by Prof. Phya Anumanrajdhon, The Royal Institute, Bangkok; "Western Words in Thai" by M. L. Boonlua Debayasuvann, College of Education, Rangoo, Thailand; "Outlook on Chinese Studies and Methods of Teaching in the Department of Chinese, University of Hong Kong" by V. T. Yang, University of Hong Kong; "Notes for the discussion on exchanges of language teachers and development of language teaching techniques and materials" by J. H. Gransden, University of Hong Kong; "Consonant Clusters in Thai Dialect" by Dr. Banchob Bandhamedha, Secondary Teachers' Training College, Bangsacn, Thailand.

### Research Center Proposed

In addition to a general discussion of exchanges of language teachers and development of language teaching techniques and materials, specific resolutions were made recommending Bangkok as the site of the proposed ASAIHL Language Research Center and recommending a budget of \$20,000.00 for the first year's expenses of an office of Director of the Center.

Suggested functions of the Center include extensive SEA travel by its Director to gather information on language work in progress, publication of this information, archiving of SEA language material, and translation work.

In addition to the delegates listed above presenting papers, others attending were: *Hong Kong*: Professor F. S. Drake, Mr. A. W. T. Green, Professor B. Harrison, Mr. R. W. Thompson; *Philippines*: Dr. Conrado P. Aquino, Mrs. Paraluman S. Aspillera; *Thailand*: Prof. Prince Prem Purachatra; *Secretariat*: Prof. Kasem Udyahin, Mr. A. Rowe-Evans, Dr. Prachoim Chomchai, Mr. N. H. Young. Richard S. Pittman, an American linguist connected with the Summer Institute of Linguistics and the University of North Dakota attended as an observer.

## MLA Sponsors Conference on Chinese

ON 15, 16, 17 October 1959 The Modern Language Association of America sponsored a Conference of forty Chinese scholars, teachers, and persons interested in the teaching and testing of Chinese. They were invited from fifteen states and the District of Columbia, and represented teaching interests from twenty-seven colleges, universities, institutes, and the U. S. Office of Education. The Director of the MLA Foreign Language Research Center participated, and the Executive Secretary of the MLA served as Chairman. The purpose of this Conference was to take stock of the current status of the teaching of Chinese in the United States and to identify and discuss some of the problems which will be encountered in any effort to coordinate and expand it.

The impetus and funds came from the Ford Foundation. It had made a grant to the MLA for such an orientation Conference, as well as for engaging the aid of Professor John B. Carroll (Harvard Graduate School of Education) to draft some "Tests of Chinese Language Proficiency" in Mandarin in the areas of *Auditory Comprehension*, *Reading Comprehension* in both Classical Chinese and modern Newspaper Chinese, and in the *Written Vernacular*.

In the months of December 1959 and January 1960, members of the staff of the Center attended professional meetings or special conferences in New York, Chicago, Charlottesville, Mexico City, London, and Paris.

## MLA Tests Will Improve Professionalism Teacher Tests Will Evaluate Proficiency

SINCE 1952, the Foreign Language Program of the MLA has been engaged in a vigorous campaign aimed at improving FL teaching in the U.S. As a part of this activity, the Association published in 1956 "Qualifications for Secondary School Teachers of Modern Foreign Languages." In response to the need for standardized proficiency tests as an aspect of teacher preparation and certification, the MLA contracted with the U. S. Office of Education (NDEA Title VI) for the preparation of such an instrument.

### Testing Program

The project, titled the MLA-Foreign Language Testing Program, is administered from the MLA Foreign Language Program Research Center at 70 Fifth Avenue, New York, directed by Donald D. Walsh. The Director of the Testing Program is Wilmarth H. Starr. Starr is supported by a Planning and Advisory Committee of seven, with one person representing each of the seven competencies as outlined in the MLA's statement of qualifications. Members of this Committee are: Jack Stein, Harvard, Listening Comprehension; Stanley Sapon, Ohio State, Speaking; C. R. Goetsche, Northwestern, Reading; Nelson Brooks, Yale, Writing; Fernand Marty, Wellesley, Applied Linguistics; Theodore Andersson, Texas, Culture; Alfred G. Pellegrino, Maine, Professional Preparation.

### Committees Prepare Materials

The Advisory Committee members are in turn chairmen of working committees which are in the process of preparing materials. A preliminary survey of existing tests was made in the summer of 1959 and these tests were given to members of the NDEA Summer Institutes to provide data on typical competencies of FL teachers. Area committees have already outlined working criteria to be used to delineate test objectives and established specifications for tests in each language area.

### Test Construction in Progress

Test construction is now in progress and after preliminary tests are complete the program will undertake experimentation in terms of validity. Such preliminary tests should be available by June 1960 for use in Institutes. Results of the experimentation with preliminary tests will permit final revision for the development of norms and standards. It is expected that the battery of tests in final form will be available for general use through the Educational Test Service by the school year 1961-62.

## Urgent Call Is Sent To Prospective Linguists Texas and Washington Have Fellowships Available

Texas and Washington were the sole universities awarded three-year fellowships for doctoral studies in linguistics under the National Defense Education Act. The awards can go only to barely beginning graduate students who, by the late summer of 1960, will have accumulated no more than one semester's graduate credits.

### Pressure of Time

Due to the pressure of time, persons eligible for such fellowships are urgently requested to contact the Graduate Schools of the Universities of Texas and Washington on or before 15 February 1960. Interested individuals and institutions are asked to nominate top-flight prospective graduate students for these fellowships.

Both institutions have plans for expanding and strengthening their graduate programs in linguistics and each has a staff of first-rate graduate-level professors in this field. The University of Texas indicated that similar fellowships were available in the field of Germanic languages.

## PITTSBURGH OFFERS LINGUISTICS

THE University of Pittsburgh is now offering for the first time courses in structural linguistics within the framework of the newly established Department of Anthropology. The new department is a part of the Division of Social Sciences within the College of the Academic Disciplines.

Informed sources indicate that the Department of Modern Languages has also undergone a reorganization at the Pittsburgh institution and the Department includes the four sections of Romance, Germanic, Slavic and Far Eastern languages.

It was indicated to the *Reporter* that there is a growing demand at Pittsburgh for language instruction, particularly in Russian, and the Slavic section of the University is seeking additional staff members. Qualified persons should address Dr. Charles E. Bidwell, Chairman, Slavic Section, University of Pittsburgh, Pittsburgh 13, Pennsylvania.

## SCHOLARS DISCUSS PSYCHOLOGY OF LANGUAGE LEARNING UCLA is Host to NDEA

### Conference

DR. PAUL PIMSLEUR, of the UCLA French Department, was Project Coordinator for a 4-day conference held on the UCLA campus during the Christmas holidays. The conference, sponsored by Title VI of the National Defense Education Act, brought together psychologists, linguists, and foreign language teachers to discuss the areas in which psychological research bears upon the teaching and the learning of foreign languages. The group will write up designs for research under Title VI.

Participants and consultants included J. B. Carroll, Jarvis Bastien, Don E. Dulany, Jr., Wallace E. Lambert, Stanley Sapon, Alfred S. Hayes, Robert P. Stockwell, Clifford C. Prator, John Martin, Bruce Gaardner, Paul Pimsleur, Kenneth MacCorquodale, Andrew L. Comrey, William Broen, Irving Maltzman, Evan Keislar, Robert Tschirgi, Carl Dellaccio.

## 1960 INSTITUTE AT TEXAS

### Announcements Are Received Concerning Offerings

The University of Texas has recently announced the Linguistic Institute to be held in Austin in the summer of 1960 under the joint sponsorship of the University and the Linguistic Society of America. As in former years, the Linguistic Society will hold its summer meeting at the Institute.

The staff of the University together with a larger number of outstanding visiting professors and guest lecturers will offer a stimulating program covering General Linguistics, Historical and Comparative Linguistics, inter-disciplinary studies and intensive language courses. Professor Eric P. Hamp will be the Collitz Professor and Mr. J. C. Catford, School of Applied Linguistics, Edinburgh will be a member of the staff.

### Applications

Interested persons should request application blanks from Professor A. A. Hill, Box 7790, University Station, Austin 12, Texas. Financial aid is available for a limited number through the American Council of Learned Societies, 345 East 46th Street, New York 17. Students specializing in the "critical" languages may apply for support under the NDEA, Title VII through the Graduate School, University of Texas.

### APPEARING IN COMING ISSUES OF THE LINGUISTIC REPORTER

- Language Reform in Modern China
- Language Teaching at the U.S.
- History and Status of the Roster of American Linguists
- Articles on Auxiliary Languages and Simplified Orthography
- The Language Center at American University
- . . . and other special features

# THE LINGUISTIC REPORTER



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## CENTER HAS FIRST ANNIVERSARY

Director Reviews Year's Expansion

By Charles A. Ferguson

ON 1 April 1959 the Advisory Committee of the Center for Applied Linguistics held its first meeting. A year later almost to the day, on 7 April 1960, the Advisory Committee will hold its regular spring meeting. At the time of the first meeting, the Center occupied two rooms, it had a full-time staff of two, and the first issue of the *Linguistic Reporter* was in press. At the meeting of 7 April 1960, the Center will be occupying seven rooms, it will have a full-time staff of eight, and Volume II, No. 2 of the *Reporter* will be ready for distribution. As the staff looks back on the accomplishments of the fourteen months, the course of development now seems to have been a natural, step-by-step process, although at every stage we felt almost overwhelmed by the rapid and largely unplanned expansion of activities.

The background of the Center's creation and its specific aims were explained in Vol. I, No. 1 of the *Reporter*. The account in this issue brings the story of the Center up to date.

### The Center is Established

On 16 February 1959 the Center opened its doors for business at the present address, the fifth floor of the American Council on Education building at 1785

Massachusetts Avenue, N.W., a location that has offered many advantages, including the presence in the same building of the Committee on International Exchange of Persons of the Conference Board of Associated Research Councils. The total full-time staff of the Center consisted of Dr. Raleigh Morgan, Jr., Associate Director of the Center, formerly Chairman, Department of French at North Carolina College, and Cultural Affairs Officer, U.S. Embassy, Bonn, and Miss Nora M. Walker, formerly Staff Assistant at the School of Foreign Affairs, Foreign Service Institute (See Vol. I, No. 1 of the *Reporter*)

### Spring 1959

#### The Policy Lines Are Laid

The period from 16 February until 1 April was a period of planning and preparation, although even at that time the heavy load of correspondence began, with queries of all sorts being directed to the Center. In April the *Reporter* made its appearance, and the Advisory Committee gave its approval to the plans the staff had made.

In May the Center conducted a three-day conference on the teaching of English abroad, attended by over eighty specialists. The proceedings of this series of

See CAL, 2, Col. 2



Dr. Hugo J. Mueller, Chairman  
Department of Languages and  
Linguistics, American University

## American University Offers New Program

Ford Grant Permits Teacher  
Training for English  
As Foreign Language

By Raleigh Morgan, Jr.

THE American University, Washington, D.C. offered for the first time this Fall, its M.A. degree program with specialization in the teaching of English as a foreign language. This program, made possible by a grant from the Ford Foundation, is administered by the recently organized Department of Languages and Linguistics under the guidance of Professor Hugo Mueller.

Professor Mueller emphasizes the fact that the program expects to train persons in the field of English as a foreign language who will possess a good foundation in linguistics, methodology of language teaching, and cultural anthropology. It is hoped that such training will produce effective teachers, who know how to adapt or develop material according to linguistic principles and how to convey cultural information in a systematic way through language teaching.

See American U., 4, Col. 1



Full-time Staff of the Center: N. M. Walker, C. A. Ferguson, R. Morgan, Jr., S. Ohannessian, W. W. Gage, E. D. Truog, F. E. Harben, F. Soriano.



**F. Agard, Consultant**  
CSS—English-Italian



**J. D. Bowen, Proj. Linguist**  
CSS—English-Spanish



**R. Di Pietro, Proj. Linguist**  
CSS—English-Italian



**T. B. Karp, Consultant**  
Language Film Project

**CAL—from Page 1**

meetings are being published and should be available by the time this issue is in print. The conference, which was carried out jointly with the United States Information Agency and in cooperation with the British Council, inaugurated in a very definite way several of the general policies of the Center: the international cooperation, cooperation with United States government agencies, and the bringing together of persons concerned with the same or closely related fields of applied linguistics

The Center's policy of international cooperation has continued, for example, with the survey of second language teaching which it is carrying out in cooperation with British, French and other organizations. The Center conducted small working conferences on this project in London in November 1959 and in January 1960. The *Reporter* has over 300 subscribers abroad

The Center has cooperated with a number of United States government agencies, such as the Language Development Section of the Office of Education (Department of Health, Education, and Welfare), the English Teaching Branch of the United States Information Agency, and the School of Languages of the Foreign Service Institute (Department of State). The biggest example of this is the Center's two-year contract with the Office of Education to produce contrastive structure analyses of English and the five "commonly taught" languages: French, German, Italian, Russian, and Spanish. Twelve persons, four of them full-time, are working on this project: several of the linguists on the project are outside the U.S.A. Equally important examples of this policy are the working conferences which have been called by the Center on particular problems (such as English teaching in Italy, textbooks for Middle Eastern languages) and have been attended by interested people from the academic world and government agencies. These conferences have sometimes been paid for under government contracts, more often from the Center's own limited operating budget

The policy of bringing together people in the applied linguistics field who either do not know one another or do not see one another often enough has worked through interviews, informal lunches, and small conferences such as those already mentioned. One very useful

See CAL, 3, Col. 1



**H. L. Kufner, Proj. Linguist**  
CSS—English-German



**S. Lampach, Proj. Linguist**  
CSS—English-French



**G. Mancill, Asst. Proj. Linguist**  
CSS—English-Spanish



**J. W. Martin, Proj. Linguist**  
CSS—English-Spanish



**A. Martinet, Consultant**  
CSS—English-French



**W. G. Moukon, Proj. Linguist**  
CSS—English-German



**P. Rojas, Consultant**  
English Teaching Abroad



**R. P. Stockwell, Proj. Linguist**  
CSS—English-Spanish

means has proved to be the holding of receptions for about 100 people. The first of the Center's receptions was held in connection with the May conference, and in addition to the conference participants a number of men and women in the Washington area were invited who represented important programs in linguistics, language teaching, or administration of related government programs. A second reception was given at the time of the November meeting of our Advisory Committee. On that occasion we invited also members of the Screening Committee of the CIEP for grants in English teaching and linguistics, which was meeting in Washington the following day. The third reception of this kind is planned for the evening of April 7, again in connection with a meeting of our Advisory Committee. This time participants in the annual Georgetown Round Table Conference, scheduled for April 8 and 9, will also be present.

#### Summer 1959—The Staff Grows

On 1 July 1959 the Director assumed full-time responsibilities at the Center and the steady expansion of office space and staff began

Miss Emilie True, who is now an evening student at Georgetown University, joined the staff in July, and in addition to her work in setting up the "vertical files" on languages, countries, and institutions and her research and editorial work connected with various reports of the Center, she has carried a heavy load of general typing and clerical duties.

Dr. William W. Gage, author of an English textbook for Vietnamese, was added to the staff in August for linguistic research, primarily for the contrastive structure project. In September Miss Sirarpi Ohannessian (M.A. in education and M.A. in linguistics), an experienced teacher of English as a foreign language, joined the Center to head its educational program, and turned her energies first of all to the build-up of the Center's library and our bibliography project. This project, being done in collaboration with the British Council, aims at the amalgamation and bringing up to date of existing bibliographies in the field of English as a second language, using the well-known Lado volume as the starting-point.

The last addition to the professional staff in 1959 was Miss Felicia E. Harben (M.A. in linguistics), who in October came to work on special projects. She has been spending almost all of her time on activities connected with the survey of second language teaching mentioned above and on activities related to it.

Mr. Frank Soriano is assisting very ably in the library and bibliography work at

## SCHEDULE OF MEETINGS

March 31-April 2, 1960 Cincinnati, Ohio	Conference on College Composition and Communication (NCTE)
April 8-9, 1960 Washington, D. C.	Georgetown Annual Round Table Meeting
April 8-9, 1960 Atlantic City, New Jersey	North East Conference on the Teaching of Foreign Languages
April 11-13, 1960 New York City	Association for Asian Studies, Inc.
April 19-22, 1960 Denver, Colorado	National Association for Foreign Student Advisers
April 28-30, 1960 Lexington, Kentucky	University of Kentucky Foreign Language Conference
May 6-7, 1960 Grand Forks, North Dakota	Annual Meeting of Linguistic Circle of Manitoba and North Dakota
May 14, 1960 New York City	Annual National Conference on Linguistics Linguistic Circle of New York
June 11-13, 1960 Kingston, Ontario	Canadian Linguistics Association Annual Meeting
July, 1960 France	Association Internationale d'Etudes Françaises
June 29-30, 1960 Austin, Texas	Linguistic Society of America Summer Meeting
July 31-August 7, 1960 Paris, France	Sixth International Congress of Anthropological and Ethnological Sciences
August 9-9, 1960 Tokyo, Japan	First World Congress of Phoneticians
August 10-17, 1960 Moscow, USSR	International Congress of Orientalists
August 21-27, 1960 Louvain & Brussels, Belgium	First International Congress of Dialectology
August 28-September 4, 1960 Liège, Belgium	Fédération Internationale des Langues et Littératures Modernes
September, 1960 Hamburg, Germany	International Congress for General and Applied Phonetics

the Center, but our clerical and secretarial staff has suffered from rapid turnover, and we have several vacancies in this area.

#### Fall/Winter 1959-60 Production Gets Underway

The first regular publication of the Center was the reading list "Selected Books for Teachers of English as a Foreign Language, and Some Sample Textbooks", by Miss Ohannessian. This has been followed by a series of reports and quick-reference materials. Many of these have been for limited circulation only, but those for general distribution are listed in the Book Notices section of this issue.

During this period the number of meetings held by the Center or attended by staff of the Center rose sharply. In December, for example, there were seven staff trips to New York and the Center was represented at five meetings of professional societies. In addition, the Center brought consultants to Washington for six small conferences on such different items as a film script for teacher training and a USIA textbook project.

### Michigan Announces Near Eastern Studies Five-University Program Will Be in Summer 1960

**D**URING the 1960 Summer Session (June 20-August 13), the University of Michigan is the host institution to a Five University Summer Program of Near Eastern Languages agreement entered into by Columbia, Harvard, Johns Hopkins, Princeton, and Michigan Universities.

The University will offer, during the Summer, intensive language courses in Arabic, Persian, and Turkish. Also offered will be a number of supplementary courses designed to improve the competence of

- a) students in Near Eastern languages who require further concentrated study of language and/or linguistics;
- b) present teachers of Near Eastern languages;
- c) students interested in the Near Eastern area (disciplinary and interdisciplinary courses);

See Michigan, 4, Col. 3

### Degree Requirements

The M.A. program is open to students who have completed a B.A. or B.S. degree and policy is to have a maximum of twenty students each year. During the first year of operation, the program had 17 students enrolled of which seven were full-time and ten part-time. During the first semester seven of this group held tuition grants and the number was increased to ten during the second semester.

To qualify for the degree of Master of Arts in Linguistics the candidate must complete a minimum of 30 hours of graduate credit, twenty-four of which must be taken at American University, and he must pass comprehensive examinations. According to a university announcement, course sequences are available in four areas: Theoretical Linguistics, Applied Linguistics, Anthropology, and American Civilization.

### Course Sequences

The Linguistics sequence includes principles of linguistics, phonetics and phonemics, morphology and syntax, history of linguistics, seminar in linguistics, history of the English language, and modern American English.

The seminar in linguistics has no fixed subject content and it deals with theoretical and practical problems in the scientific study of language, methodology in linguistic research, and critical evaluation of papers on linguistic subjects. Some years the course will be devoted mainly to field methods in linguistics, thus giving the students an opportunity to work with a native speaker of an unfamiliar language. The seminar may be substituted for the six hours out of the total thirty, which have been allotted to the thesis. Students may thus choose to elect the seminar for six hours or the seminar for three hours and a case study for three hours.

### Applied Linguistics

While the courses in theoretical linguistics were normally available at the University prior to the new program, the methodology sequence is entirely new as instituted by Professor Mueller. A one year sequence will begin with Applied Linguistics: Methodology of Foreign Language Teaching and end with Teaching English as a Foreign Language. The course description for Applied Linguistics reveals that students will be taught, during the first semester, the principles underlying the structural method of language teaching, the application of linguistics in the preparation of drill material, the planning of courses and the use of audio-visual aids. The second course will be concerned with methods of teaching English as a foreign language, the develop-

ment of teaching materials, the discussion of textbooks, lesson planning. Demonstration classes will also be part of the course.

### Related Fields

In Anthropology, students may elect the following courses: Cultural Analysis, Cultural Influences upon the Individual, and Language and Culture. In American Civilization, students may elect the Seminar in American Civilization which will cover a wide range of cultural aspects of contemporary United States.

The faculty offering courses in the program include, in addition to Professor Mueller, Doctors Kenneth L. Croft, David Harris, Harry Freeman, Ralph H. Gabriel, Lawrence Krader, Harvey C Moore and Raleigh Morgan, Jr.

Requests for further information and application forms should be directed to the Department of Languages and Linguistics, the American University, Washington 16, D.C.

### Did You Know That . . . UNIVERSITY OF SYDNEY

The University of Sydney, Australia, has a course in teaching English as a foreign language, covering general phonetics, phonemics, lesson development, and the like.

### YUYÁN YÁNJIU

The Chinese linguistic journal *Yuyan Yanjiu*, published in Peking, has appeared since 1956 and it has concerned itself with both theoretical and applied linguistics

### NATIONAL SCIENTIFIC LABORATORIES

National Scientific Laboratories, 2010 Massachusetts Ave., N.W., Washington, D.C., has urgent need of three scientific linguists, with a knowledge of French or Spanish, to teach English to foreigners abroad.

### THE LINGUISTIC REPORTER

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d) teachers of substantive ("area") courses dealing with the Near East and related regions—especially those in small colleges who are giving instruction on the area without benefit of similarly interested colleagues or adequate library facilities.

### Course Offerings

The program will offer courses in languages of the Near East in theoretical and applied linguistics and in area studies. Language courses will include Modern Standard Arabic, Colloquial Egyptian Arabic, Persian and Turkish. In theoretical linguistics, students will be offered Introduction to Linguistic Science, geared to the Near Eastern field, and a Seminar in Languages of the Near East. In the applied field, one offering is Teaching of Near Eastern languages. Here the emphasis will be on Arabic and methodology will be illustrated by demonstration classes and by the analysis of texts. In this sequence, a Workshop in Arabic is also offered and is restricted to experienced teachers and to those holding the doctorate.

### Area Studies

Area courses in several academic disciplines cover economic conditions, political institutions, modern history, European relations of the Middle East. Two interdisciplinary seminars are to treat research problems and methods, on the one hand, teaching materials and methods on the other.

### Fellowships

Several types of fellowships are available for study at the Institute. The Five-University program itself provides stipends for students and teachers desirous of taking intensive language course. Graduate students and experienced language teachers are eligible for fellowship grants under the National Defense Education Act. College teachers, who teach or plan to teach area courses on the Near East, may apply for fellowships allotted for that purpose by the Joint American Council of Learned Societies-Social Science Research Council Committee on the Near and Middle East.

### Staff

Faculty for the program will include: James A. Bellamy, Majed Sa'ad, Mark Cowell, M. T. Dresden, J. Stewart Robinson, O. L. Chavarria-Aguilar, Charles A. Ferguson, P. J. Vatikious, John B. Kelly, A. S. Ehrenkreutz, William D. Schorger, and others.

All persons interested in this program or in fellowships and stipends should address inquiries to Professor George Cameron, Department of Near Eastern Studies, University of Michigan, Ann Arbor, Michigan

# THE LINGUISTIC REPORTER



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SUPPLEMENT  
NUMBER

3

## INTERLINGUA AND INTERMEDIA

### INTRODUCTION

By Charles A. Ferguson

Scholars in the field of linguistics have devoted relatively little attention to the question of planned change in language or writing systems, but the investigation of phenomena in this field is clearly a function of linguistics, and when linguists participate actively in the processes of change utilizing their knowledge of linguistics this is clearly "applied" linguistics.

Most cases of planned language change are concerned with language standardization, language "reform", or the development of technical vocabularies. Most cases of planned change in writing systems are concerned with the development of orthographies for hitherto unwritten languages. News on these matters will regularly be given in the columns of the *Reporter*. The present Supplement, however, is devoted to two somewhat marginal questions in the field which have considerable interest for the layman: (1) the creation and use of artificial international "auxiliary", "universal" languages, and (2) reforms or simplifications of orthography of existing standard languages.

After these brief introductory paragraphs, two articles specially written and subsequently adapted for the *Reporter* deal with relatively recent proposals in these fields. The first, on Interlingua, is by Dr. Alexander Gode, Director of the Interlingua Division of Science Services, Inc., probably the chief writer in the language today. The other, on Intermedia, is by I. J. Pitman, Esq., M.P., grandson of the inventor of Pitman shorthand, and himself originator and chief proponent of the new spelling system. Both projects are treated in these articles as aids to teaching Interlingua as a first step in foreign language study in American high schools and Intermedia as an aid to teaching English to speakers of other languages. Both Interlingua and Intermedia have, however, broader aims either explicitly stated elsewhere or readily understood from the literature on the subject or from their present use.

The printing of these two articles in the *Reporter* does not mean that the Center for Applied Linguistics endorses the proposals in whole or in part. It means simply that the Center feels that reliable information on matters of this kind should be available to linguists and language teachers who may be interested. Some instructors may find the articles useful as a basis for discussion in courses on applied linguistics.

#### Artificial Auxiliary Languages

The history of human attempts to create an international language to serve in addition to natural languages or to replace them goes back about three centuries. The originators of these languages have generally wanted either better communication

between different nations (and hence understanding and peace) or improvement over natural language (and hence greater rationality and faster progress).

The half dozen best-known constructed languages, all of which have appeared in the last 75 years, are Esperanto, Ido (a modified Esperanto), Occidental (now called Interlingua), Novial, Latino sine flexione or Interlingua, and the Interlingua of the article printed here. Of these, Esperanto still claims the largest number of speakers, perhaps a million and a half.<sup>1</sup>

The most recent Interlingua makes the claim, with a justice which can be seen from the accompanying article, that an educated reader of English (or French or Spanish) can read and understand it without special study, and can read it more easily than he can any other language without study. The name "Interlingua" far from being accidentally identical, or nearly so, with the names of at least two other artificial languages, was chosen in the hope that the various proposed languages might gradually be brought together, profit from their separate errors, and sometime become one international auxiliary language. Interlingua is now used in a score of technical journals and has been employed at several international scientific congresses.

It is interesting to note that the repeated attempts to devise international languages have all been imbedded in European culture. They have been made by Europeans, have been based on European languages, and insofar as they have been taken up as media of communication have largely been used by Europeans. It is refreshing to learn of a recent effort which attempts to combine Europe and Asia, *Lingua Sistemfrater*, or for short, *Frater*, invented by the Vietnamese Phan Xuan Thai. "Frater, based on Latin and Greek roots of international currency, is designed with true regard to needs of the Chinese, Japanese and other non-Aryan speaking communities."<sup>2</sup>

A useful account of all these except the last two mentioned, may be found in H. Jacob, *A Planned Auxiliary Language*, (London, 1947) or in more condensed form in the review of this by the linguist Norman A. McQuown, *Language*, XXVI (1950) 175-85. An excellent account of the background of Interlingua, with an incisive statement of the linguistic point of view was given by André Martinet "La Linguistique et les Langues Artificielles", *Word* II (1946) 37-47. Attention should also be called to two articles on international languages which will appear in the Spring number of the *Texas Quarterly*, Jacob Ornstein, "Passport from Babel" and Archibald A. Hill, "Esperanto ad Dubitanto".

#### Spelling Reform

The improvement of an existing orthography has been the subject of governmental action in dozens of nations, mostly in

<sup>1</sup> It has been pointed out somewhat facetiously *Galaxy* XVIII (1960) No. 3, 104-5, that there are more speakers of Finnish than of Esperanto and since most of the speakers of Esperanto also speak a major language of Europe, a well-educated English speaker might actually acquire ability to communicate with more additional people by learning Finnish.

<sup>2</sup> Phan Xuan Thai, *Frater*, p. 21 (Saigon, 1957). The Center heartily expresses its appreciation to the author who sent in a complimentary copy of the book.

Europe but some also on other continents. In Great Britain the government has generally kept hands off — reform spelling bills seem harder to pass than other kinds of reform bills — but there probably have been more non-government attempts at reform or at total re-creation of the standard orthography than in any other country.

Examples of total re-creation have ranged from Bell's Visible Speech of 1867 to the four schemes given awards in 1959 under the provisions of the will of George Bernard Shaw. Examples of reform include Sweet's Broad Romic and the orthography of the Spelling Reform Association of 1876 with its revisions up to 1900. The fundamental problems have been the existence in English of more phonemes than there are letters in the alphabet and the existence of many quite divergent acceptable pronunciations of standard English.

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## INTERLINGUA

By Alexander Godo

Io subleva le question de si interlingua non pote e non deberea esser exploitate plus generalmente in le interesse del vitalisation del instruction de linguas in nostre scholas secundari e forsam etiam elementari.

Il ha currentemente in nostre pais un grande unda de entusiasmo pro le studio del linguas estranie. Iste entusiasmo es inspirate e portate per un subite senso de urgentia que de su parte es generate quasi exclusivemente per le observation de lo que le russos face

Si, on pare arguer, nos vole competere con le russos, nos debe construir satellites artificial e projectiles intercontinental e methodos de instruction in le linguas tanto efficace como illos construite e utilisate per le russos e, si possibile, plus efficace ancora.

Omne isto es un pauco suspecte. Non le unda de entusiasmo pro le studio del linguas estranie, solmente su motivation. Il non suffice voler inseniare cinquanta-un linguas pro le exclusive ration que le russos insenia cinquanta.

Il es un del debilitates de nostre nation — e mesmo un neo-americano como io, qui pote vantar se de solmente trenta annos de citania in iste pais, ha le directo de facer un tal accusation — que nostre entusiasmos es frequentemente ephemere. Nos tende normalmente al complacentia, e si nos nos trova in un situation de urgentia nos ama attaccar le problema in un torrente de entusiasmo per medio de nostre grande invention national, le institution del si-appellate *crash programs*, le quales — per definition — ha le function de producer le desirate solution le plus rapide — e le plus definitivemente possible, a fin que nos pote retornar a nostre routine e re-oblidar le integre desagradabile episodio.

Il es certo importante que le nation american apprendere recognoscer plus generalmente le valor del studio de linguas estranie. In plus, il es ver que factores practic ha rendite iste desiderato extreme urgente. Sed si il se tracta de un situation de urgentia, iste urgentia non es de ille typo de "urgentias ephemere" que pote esser resolvite rapidemente e definitivemente per medio de un simple *crash program*.

In altere parolas. Urgente o non, le problema es certo permanente. Il es a sperar non solmente que nos va succeder a trainar le centenas e millenas de expertos de lingua qui es requirite pro garantir le efficace execution de nostre vaste obligationes in omne partes del mundo, sed etiam e super toto il es a sperar — e hic io regretta que le lingua non possede un expression plus forte que ille pallide "sperar" — que le appreciation del miracu-

lose phenomeno del multiplicitate de linguas in le mundo va jocar in le futuro in le vita cultural de nostre pais un rolo plus significative que illo ha unquam jocate in le passato.

Iste objectivo es plus ambitiose que lo que pote esser realisate per un curso de duo o tres o quatro annos de espaniol o de francese o de germano in nostre scholas secundari. De facto, le realisation de un tal objectivo non esserea automaticamente garantite mesmo si nos poteva subitement incorporar le instruction in un lingua estranie in le curriculos de omne scholas del pais a omne nivellos — secundari si ben como elementari. In un certe senso on pote mesmo insistere con un alte grado de justification que cognoscentias in un lingua estranie per se es disproviste de valor si illos non resulta simultaneamente in un attitude intelligente verso le phenomeno de linguas estranie in general. Pro exprimer lo in un forma un pauco sloganesc: Saper dicer correctemente, "Wie geht es Ihnen?", "Comment allez-vous?", o "Como esta Usted?", remane sin valor o interesse si on non comprende que Adam e Eva non parlava anglese.

Ab iste puncto de vista il pare rationabile arguer — al minus theoreticamente e con le admission spontanee que le practica rende le argumento completamente absurde — que le instruction in un sol lingua estranie es totalmente inadeguate e que lo que es necessari es le studio simultanee de al minus un medie dozena de linguas.

Comenius habeva un plano pedagogic de plus o minus iste genere. Ille proponeva docer le latino e le greco e le hebreo e le duo o tres plus importante linguas parlate in le duo o tres plus importante pais vicin. Sed il pare que le racia human in le dece-septimo seculo esseva plus intelligente que su descendentes in le vintesimo, proque Comenius credeva poter completar su integre programma de instruction lingual in minus que dece annos.

In nostre tempores le tentativa ha essite facite sporadicamente de solver le problema per inseniare initialmente "tracias" de numerose linguas in un sol curso. Le justification theoretic de iste procedimento es bon. Le valor de su effectos practic es un altere cosa. Il es ver, le instruction in un sol lingua estranie produce frequentemente non del toto le desirate "dissolution del provincialismo linguistic" del studente sed resulta solmente in un specie de provincialismo reduplicate. Tamen, impartir al studentes le maestria de un medie dozena de phrases in un dozena de linguas o de un dozena de phrases in un medie dozena de linguas es probabilemente peyor. Le phenomeno del lingua estranie, le phenomeno del multiplicitate de linguas, non es un question de un medie dozena o mesmo de un dozena de phrases. Illo demanda le recognition del facto — e pote e vole inspirar respectu pro illo — que il existe multiple formas de parlar in le senso in que parlar e pensar es synonymos.

Tamen, omne isto es un digression que ha resultate de mi question de si il non esserea possibile e desirabile exploitare interlingua in le interesse de un vitalisation del instruction de linguas in nostre scholas. Io nunc retorna a ille question que — secundo me — merita un responsa emphaticamente affirmative.

In un certe senso interlingua non es un lingua individual sed un "simultaneitate de linguas". In studiar lo, le scholares non es restringite al "provincialismo" del germano, del francese, del espaniol. Illes studia, a si dicer, le phenomeno "lingua estranie" o, pro exprimer lo plus tangibilemente, illes recipe un curso de instruction de lingua general. Sed iste curso non es "general" in le senso de "indefinite" e "vage", proque de facto, in studiar interlingua, le scholares apprendere non solmente un coherentie entitate linguistic, illes obtene simultaneamente un grande massa de information concrete que pote devenir de valor practic in le subsequente studio de un o plures del linguas que es summarisate in interlingua. Interlingua insenia "estranietate linguistic" sin le choc de lo que es repellentemente alien.

# INTERMEDIA

By I. J. Pitman

The world badly needs a universal language. The natural languages have a correspondingly natural claim to be considered, but the artificial languages have no less strong a claim.

English has the great advantage, in that it is the natural tongue of some of the most important nations, and has become the adopted tongue of the educated class of some of the most populous nations. Moreover, it is the language which no doubt the greatest number of non-English-speaking people would wish to master. But it has two handicaps: the first is that by some it is considered to be too closely identified with British and American nationalisms for its further progress towards universality to be welcome "politically"; the second, which is in practice a far worse drawback, is that its written form misleads the non-English speaker into mispronunciations so divergent and so numerous that the foundations of a fresh Tower of Babel are necessarily laid. In the history of the spread of English in parts of the world where English is not indigenous, variants have become so different that a visiting Englishman may neither understand nor be understood. Yet in the written form of the language these people would understand each other at once, and could indeed praise the high standards of English which each had employed.

Here it may be desirable to suggest what may be regarded as a "new written form of the English language" and to give a specimen of that new written form which is here called "Intermedia".

this is printed in an augmented roman alfabet, the purpos ov which is not, as miht bee supposed, to reform our spelling, but to improv the lerning ov reedig. it is intended that when the beginner has ahevvd the inijhal suksess ov floensy in this speshally easy form, his fuctuer progress shood bee konfiend to reedig in the present alfabets and spelligs ov them onely.

if yoo hav red as far as this, the nue meedium will hav proovd to yoo several points, the meest important ov which is that yoo, at eny ræt, hav eesily mæd the chænj from the ordinary roman alfabet with konvenjional spelligs to augmented roman with systematik spellig.

It is a written form of English which all those able to read the other forms of written English (upper-case, lower-case and cursive) are able to read at sight. moreover it is a form which is so completely alphabetic reading-wise that non-English speakers will be greatly helped to speak with comprehension. It is immediately legible by English readers because the design of the "augmented" characters and the use of the existing roman characters have been directed to that end, and because every opportunity of choice between acceptable pronunciations has been taken to preserve maximum similarity to existing forms.

This opportunity of a choice from acceptable and comprehensible alternatives has proved most convenient. For instance, whereas the "Received Pronunciation" (R.P.) in Britain for the words *was*, *what*, is "woz", "wot" there are as acceptable variants "waz" and "wat".<sup>1</sup> We English, conditioned to regard the character *a* as identical with the different character *æ*, will find these new written forms interchangeable and wholly acceptable. Equally Southern Britishers, with no distinction between "earn" and "urn", know that in Edinburgh there exist acceptable forms which very closely conform to our present orthography, i.e. "ern" and "urn". Americans who pronounce *got* as "gat" to rhyme with "wat" will not object to seeing it

written as *got*, and will accept and comprehend the two differing vowel sounds of say a Chinese-Malayan in "what" and "got" as being "the same" although in fact different.

Thus achieving the widest possible comprehension and acceptability for the spoken form of English may conveniently be combined with the maximum retention of existing orthography. There is no need for three Malaysians in Singapore to speak either good American, good Scot, or good "King's English". Per contra, if their "English" speech is a dialect which combines the more comprehensible elements of each, they will be speaking a language which is not only more comprehensible universally, but also more acceptable — because we tend, where there are variations, more readily to comprehend and to accept pronunciations which are in accordance with present orthography. For instance, neither English nor American speakers find difficulty in understanding a Scot who pronounces "erring" to rhyme with "herring", notwithstanding that it is not their own normal pronunciation.

There are other potential applications besides teaching a common English speech to non-English-speaking students. For instance, one of such interesting applications of Intermedia is its use in teaching not only lip-reading but also speech to deaf-mutes who are fluent English readers but unable to hear the spoken language and unable, therefore, to form sounds which they have never heard. The suggestion is that they may be thus enabled to puzzle out from such a phonemic transcription how the lips and other speech organs of English speakers are systematically behaving and how their own vocal organs (which they could use if only they knew how) ought to function if they are to speak intelligibly.

The characters of Intermedia are of course roman. They are also limited to lower-case roman. This limitation is important. We who are roman-reading are apt to be unaware that with 63 characters in our supposedly only 26-letter alphabet we have — not only with our upper-case characters A, B, etc., but also with our lower-case a, b, etc. and further with our cursive *a*, *b*, etc. — what are in reality three parallel longhand systems. Just as it would be an unnecessary complication to seek to teach three shorthand systems concurrently so it would be an incompetent disregard of the axiomatic to expect one whose language is normally written in, say, Devanagari to attempt to learn not only the spoken English language but three alphabetic systems of longhand for its written version. The reduction from 63 characters (as at present) in three systems to 42 in a single letter-system is indeed a great contribution to ease in learning.

This augmented roman alphabet contains another equally revolutionary and no less potentially beneficial approach to the problem of learning English by those who are not roman-reading. It lies in the solution of what may be called the "digraph" problem. There is no letter in our 26-letter roman alphabet with which to represent English sounds now usually represented by "sh", "th", "ch", etc. In the absence of a character we employ two characters otherwise allocated — that is to say in a situation in which the two constituent characters lose altogether their normal alphabetic values (cp. "buskop" with "miskap") and take on as a digraph the value of a single and wholly different character. If, then, it is desired to represent the phoneme "shuh" by a single character which has no element of "s" and no element of "h", why not from the outset print and write it not as two and wholly unrelated characters but as such a different single character? Accordingly characters have been designed to be regarded by anyone coming fresh to them as each a single letter. Nevertheless the characters for "sh", "ch", etc. are sufficiently dissimilar — yet sufficiently like the present digraphs "sh", "ch",

<sup>1</sup> See Tables I and II below for list of characters in relation to phonemes, and list of phonemes in relation to characters.

etc. to be immediately understood by anyone seeking to make the transition from English to Intermedia or from Intermedia to English. In addition to the digraphs there are several new letters. Also two characters (for voiced orthographic "s" and "wh") are added as characters of supererogation having an obvious advantage in making transition in both directions even easier. Two optional symbols have been designed, should more accurate transcription be desired to characterize also the stressed and the unstressed neutral vowel.

Finally, of course, the biggest benefit of all ought to follow from the complete reliability reading-wise of the relationship of character language to sound language. Progress in learning Intermedia will provide a sure foundation for further progress — just as in counting, progress to 100 is a sure foundation for counting from 101 to 199, and counting to 1000 affords a sure foundation for counting from 1001 to 999,999, etc.

At any rate, as a proposal, here — in Table I — are the 42 characters arranged in a suggested order of rote with their suggested names.<sup>2</sup>

TABLE I

The Alphabet by rote  
42 characters

1. æ	ae	25. ꞥ	ith
2. b	bee	26. Ꞧ	thee
3. ꞧ	chee (see)	27. Ꞩ	ish
4. d	dee	28. ꞩ	zhee
5. ee	ee	29. Ɦ	ing
6. f	ef	30. æ	ahv
7. g	gae	31. a	at
8. h	hae	32. e	et
9. ie	ie	33. i	it
10. j	jae	34. o	ot
11. k	kac	35. u	ut
12. l	el	36. au	aul
13. m	em	37. ω	foot
14. n	en	38. ω	brood
15. œ	oe	39. ou	owl
16. p	pee (kue)	40. oi	oil
17. r	rae		
18. s	ess	41. s	zess
19. t	tee	42. wh	whae
20. ue	ue		
21. v	vee		
22. w	wae (eks)		
23. y	yae		
24. z	zed or zee		

Here — in Table II — are the 40 phonemes arranged in a phonetic order which may become for the phonetic order as standard as has become the order by rote (the Ay, Bee, See, etc) It will be noticed that the names proposed for phonemes differ from the names proposed for their related characters — in order that in the future it may be made clear whether a character or a sound is intended.

<sup>2</sup> For our convenience in printing, minor revisions in the shape and order of several letters which have recently been made are not incorporated in these tables. Also the optional neutral vowel letters are not shown here. GAF

TABLE II

The Alphabet by Sound  
40 sounds characterized  
(phonemes)

Consonants		Vowels and Diphthongs	
1. puh	p	25. ak	a
2. buh	b	26. ahd	æ (or ar)
3. tuh	t	27. ek	e
4. duh	d	28. aed	æ
5. kuh	k	29. ik	i (or y)
6. guh	g	30. eed	ee
7. fuh	f	31. ok	o
8. vuh	v	32. au	au (or or)
9. thuh	ꞥ	33. uk	u
10. dhuh	Ꞧ	34. oed	œ
11. suh	s (or s)	35. ook	ω
12. zuh	z	36. oo	ω
13. shuh	Ꞩ	*uh	er, ir, ur, yr
14. zhuh	ꞩ	37. ied	ie
15. chuh	Ɦ	38. ou	ou
16. juh	j	39. oi	oi
17. muh	m	40. ued	ue
18. nuh	n		
19. ungh	Ɦ		
20. luh	l		
21. ruh	r		
22. wuh	w		
23. yuh	y		
24. huh	h		

The particular alphabet used in this article is that which may be obtained in 12-point from the Monotype Corporation, 43 Fetter Lane, London, E.C. 4 and is based on their Ehrhardt type-face. The principle can be similarly applied to any type-face, and if the idea were to find favour, no doubt the Monotype Corporation (and other type foundries) would hold "augmented roman alphabets" available in all sizes and in a number of other type faces. A 16-page booklet "Intermedia — an application of a 42 sound — 44 character lower-case Roman Alphabet" which sets forth the principle underlying the choice of the augmentations and the application of its characters (the spelling) is available (1s Od. post free) from Sir Isaac Pitman & Sons Ltd., 89 Parker Street, London, W.C. 2.

Schools and teachers in non-romanian (and in romanian) language groups who would wish to try this please communicate with the author at The House of Commons, London, S.W.1, so that in course of time judgment may be formed concerning the extent of the support which might be obtained for a preliminary experiment. Will those therefore who are interested write for a free supply of six reprints of this article, and also let it be known with their request whether they might consider becoming active participators in conducting part of such a preliminary investigation?

# Book Notices

The publications listed below are available at the Center for Applied Linguistics for distribution to interested parties. Where supplies are limited, in some cases, the Center will do its best to assure equitable distribution. Requests should be sent in writing to (Miss) Nora M. Walker at the Center. Where there is no indication of price, the item is available without cost.

"Report of NATO Study Group on Asian and African Languages." *Congressional Record - Proceedings and Debates of the 86th Congress, First Session, CV* (June 17, 1959) No. 100. 10046-8.

Senator Jackson's presentation to the Senate of the study group's report to which a list of languages is appended.

Sebeok, Thomas A. "Bibliography - Selected Readings in General Phonemics (1925-1929)." *Studies in Linguistics, XIV* (1959), Nos. 1-2 43-47.

A reading list of fifty items compiled by Professor Sebeok, Indiana University, which was reprinted for use in his phonemics course.

Lehn, Walter and William R. Slager. "An Introductory Bibliography in Linguistics for Teachers of English" Cairo, 1958

A mimeographed reprint of ten pages compiled by Lehn and Slager for use in courses at The American University at Cairo.

Morgan, Raleigh, Jr (ed). *Proceedings of the Conference on Teaching English Abroad*. Washington, D.C.: Center for Applied Linguistics, 1960 v, 196p

Proceedings of a conference held in Washington, D.C., on May 18-20, 1959 which was sponsored by the Center for Applied Linguistics and the United States Information Agency in cooperation with the British Council

O'Connor, Patricia and W. F. Twaddell "Intensive Training for an Oral Approach in Language Teaching" *Modern Language Journal, XLIV* (1960) No. 2, Part 2 vi, 42p. \$1.00

A Supplement to the MLJ which was published in cooperation with the MLA Center for Applied Linguistics.

Ohannessian, Sirarpi. "Selected Books for Teachers of English as a Foreign Lan-

guage, and Some Sample Textbooks." Washington, D.C.: Center for Applied Linguistics, 1959. 6p.

A mimeographed, annotated list of twenty-five books for use of Americans teaching English as a foreign language.

Gage, William W. "Contrastive Studies in Linguistics: A Working Bibliography." Washington, D.C.: Center for Applied Linguistics, 1960. 8p.

A list of articles and books which was compiled as an aid for linguists working on contrastive structure studies for the Center. Although originally mimeographed for limited distribution, the list may be of interest to other linguists concerned with contrastive structure studies

"Survey of Materials for Teaching Languages of Southwest Asia and North Africa in the USA" Washington, D.C.: Center for Applied Linguistics, 1960. 31p. (mimeographed).

A survey of existing and needed materials for the teaching of Middle Eastern languages.

The Center for Applied Linguistics has recently received approval from the Foreign Service Institute of the Department of State to distribute its language materials. Some copies of FSI's texts and tapes have been delivered to the Center, but plans for their reproduction and distribution have not yet been completed. It is anticipated that more staff and reproduction facilities will be added for this purpose sometime in late spring or early summer. An announcement regarding the availability and cost of FSI and other language teaching materials will appear in a forthcoming issue of the *Reporter*. The Center is placing requests in its pending files and will communicate with individuals directly for confirmation of their requests when materials are ready for distribution.

## ICA General Program Is Not Yet In Force Only One Position Now Available

In an article appearing in the February 1960 issue of *The Linguistic Reporter*, it was reported that ICA officials had announced a recruitment program for a limited number of persons qualified for Assistant Training Officer (Language) for assignment overseas.

*The Reporter* has been informed by ICA that such a general recruitment program is not in force at the present time. *The Reporter* has also been informed that

the position of Assistant Training Officer (Language) in the ICA Indonesia mission was filled prior to the publication of the February issue article.

However, a similar position in the Argentina mission is still open. Written applications for it may be sent to

Chief, Employment Division  
Office of Personnel  
ICA  
Washington 25, D.C.

## THE LANGUAGE COMMITTEE GAINS IN IMPORTANCE

### Need for National Panels Of Experts Increases

By Felicia E. Harben

THE increased concern of Americans for language problems in various parts of the world and for improved foreign language instruction in the United States is reflected in organizational developments in the field of linguistics and language study. Committees on the national level are increasingly depended upon to give advice of a professional nature on language problems, to provide direction for action programs being inaugurated by the Office of Education and by the several foundations, and to supply information on resources and needs in the field of language teaching materials and related materials.

#### Pioneer Committee

The first of these committees concerned with language problems, the Joint Committee on Native American Languages, was founded in 1924 with Franz Boas as the chairman and Edward Sapir and Leonard Bloomfield as members. During its early years this committee sponsored a number of students and scholars in field investigations. Many monographs and studies on American Indian languages were published as the result of this support. At present the Committee serves primarily as the advisory board to the *International Journal of American Linguistics*.

#### ACLS Activity

Another group which has been a forerunner in the field is the ACLS Committee on Language Programs, more general in nature than the Joint Committee and dealing with all sorts of projects. It was established to aid in the development of foreign language training programs in the military services during World War II, and subsequently assisted in various civilian language teaching endeavors. Projects include the publication of public editions of the Spoken Language series (under contract with Holt), the preparation and publication of the English for Foreigners textbooks based on contrastive analyses, and the Program on Oriental Languages. A report of the latter program is published in *ACLS Newsletter* (Vol. X, May, 1959). This committee presently is also the parent committee for two sub-committees: the Committee on Language and Psychotherapy and the Committee on Uralic-Altaic Languages.

See Language Committee, 6, Col. 1

Quite a different kind of committee and another "first", formed in 1952 and more concerned with research as such, is the Committee on Linguistics and Psychology. Its aim has been to develop inter-disciplinary research on language behavior through a varied program of seminars, conferences, and other activities. Several extensive reports on conferences sponsored by the Committee have been prepared and are in various stages of publication. Descriptions of the activities of this Committee may be found in *The Linguistic Reporter* (Vol. 11, February, 1960) and *SSRC Items* (December, 1956).

#### Expansion

Accelerated activity in the language field has led to the expansion of functions of already existing committees as well as the formation of new committees. For example, the Advisory Screening Committee in Linguistics and the Teaching of English, a sub-committee of the Committee on the International Exchange of Persons of the Conference Board of Associated Research Councils, was set up in 1948 as a subject matter screening committee to review and screen the applications for Fulbright (and subsequently Smith-Mundt) lectureship and research awards. Though the committee still functions in this capacity, since 1952 it has assumed an advisory function in connection with the development of Fulbright and Smith-Mundt programs in the fields of linguistics and the teaching of English as a foreign language. This committee, in cooperation with other groups and with funds from the Ford Foundation, has also been instrumental in proposing, planning and organizing the Conference on Linguistics and the Teaching of English as a Foreign Language, held in Ann Arbor in 1957, the report of which has been published as a special issue of *Language Learning* (June, 1958).

Other committees which have been on the scene for some time and have increased responsibilities include the Joint Committee on Slavic Studies, the Committee on South Asian Languages, the Steering Committee for the MLA Foreign Language Program (which was divided into two committees in 1958, the Advisory Committee for the MLA Foreign Language Program and the Liaison Committee for the MLA Foreign Language Program), and the Inter-Agency Committee on English Teaching (U. S. Government).

#### New Committees

An impressive number of entirely new committees have been formed only during the last four years. Some of the more newly-formed committees are the Committee on Uralic-Altaic Languages, the Committee on African Languages, the Commit-

See *Language Committee*, 8, Col. 3

## UN PROVIDES LANGUAGE COURSES

### Staff Learns Official Tongues

By Mrs. Erica Garcia

WHO WOULD associate the many-storied building of the UN Secretariat with an interesting linguistic experiment in language teaching? It is nevertheless true that among its many activities the UN also has language courses.

These courses are primarily designed for UN staff members, who may acquire, free of charge, a working knowledge of the five official UN languages: Chinese, English, French, Russian and Spanish. For UN staff, a "working knowledge" means being able to read and understand official documents, write memorandums and converse with a minimum of fluency in the foreign tongue. In order to achieve this, English, French and Spanish are taught during five terms, Russian during six and Chinese during eight. Each term comprises 28 sessions, of 90 minutes' duration. Evidently, this means very intensive teaching, and hard work both for teachers and students, and though many students have to repeat a class, still about two thirds of the people who start on a language can be expected to complete the course.

#### Heterogeneous Classes

A special difficulty is faced in the courses: the classes are unusually heterogeneous, since practically all corners of the world are represented in the Secretariat staff. This is especially true of the English class. The teachers must be ready to teach people of half a dozen different mother tongues, and expect the pattern of nationalities to change from year to year. Consequently, they must evolve a very flexible technique and adapt their material constantly to the changing needs of the classes. This unique situation is precisely what makes the UN courses so interesting and so instructive to the language teacher.

How well is a language spoken by a pupil who has completed a UN course? It is hard to say, since many staff members have already some previous language knowledge and enlarge it in their daily contact with colleagues, but it can confidently be stated that a pupil starting from scratch and proceeding to the end of the Chinese course would "survive" if transferred suddenly to a Chinese community. Since the "working knowledge" aimed at basically means grammar, the teachers have little time to spare for oral work. However, special attention is given to conversation at the very beginning of each course.

#### Technique for Pronunciation

Phonetics, i. e., the IPA notation, are not

used in teaching. It can be done without in Spanish and Russian, which have remarkably phonetic spelling. But the teachers naturally make use of their knowledge of phonetics in order to explain the production of sounds, point out differences and resemblances between phonetic patterns, etc. Among the devices used to ensure an acceptable pronunciation and emphasize correct intonation, tape recordings and tongue twisters are specially important. In the Spanish classes, for instance, English speakers have great difficulty in producing a fricative *d* and a non-aspirated *t*—not to mention their diphthongizing of vowels. French speakers, on the other hand, have trouble with their "r's". The following are some sentences used for practice in Spanish V: *Tengo sed, dijo la dama sudamericana. Hacer de la necesidad virtud. Tu tia estuvo en el teatro.*

In the teaching of grammar and vocabulary all the courses, with the exception of Chinese, offer a marked resemblance. The sounds of the language are naturally the first thing, the rest of the 1st. term and up to the 3rd course inclusive are devoted to grammar. During the 4th. term conversation and vocabulary are stressed, while the last term is devoted to UN terminology and documents. The pupils generally begin to write compositions in the 3rd. class, and do letter and précis writing—very much stressed in all languages, since it will enable staff members to write memorandums later—in the 4th.

#### Difficulties Differ

Each language presents its own difficulties. The first hurdle in Russian is the new alphabet. Pupils are helped to overcome the difficulty by many old-fashioned copies in the 1st and 2nd. courses. Inflexions are harder to deal with: six cases, three genders, and traces of dual number in the very complex numeral system raise many difficulties, and the teachers must still work unceasingly at this in the 3rd. and 4th. courses, where voice and participles are dealt with. But the *pons asinorum* in Russian is aspect—a hopelessly alien concept to both Romance and Germanic speakers. Teachers must avoid the automatic—and erroneous—comparison with English or Spanish tenses, and pick out the undertones of aspect afforded by the more analytic languages. For instance: the subtle difference between "I saw him running across the street" and "I saw him run across the street" serves to

See UN, 7, Col. 1

illustrate the use of Imperfective and Perfective in the corresponding two sentences: *ja videl, kak on perebegal čerez ulicu*, and *ja videl, kak on perebežal čerez ulicu*. This difficult task is complicated still further by an alien vocabulary, which offers few clues to most students.

### Teaching Chinese

In Chinese, the four tones (Mandarin is taught) are the first difficulty, but they require much drill in all courses. The vocabulary is taught at first in an adequate romanization, but characters soon follow — in Chinese I they take up one third of the total time. Faced with the double barrier of characters and tones, teachers try to make the most of the simplicity and logic of Chinese grammar in order to encourage their pupils. Till the 6th. term inclusive, each new character is formally introduced, flash cards and other aids to memory being used. The non-romanized texts provide idiomatic or conventional expressions represented by combinations of expressions. In Chinese III and IV, the reading material consists of Chinese folk stories and classical tales retold in modern and simplified speech. By the end of the 6th. term, the student should be ready to undertake the study of any branch of Chinese literature. In Chinese VII and VIII, newspaper and documentary Chinese are taken up. Individual assignments are given, and the teacher only acts as a guide during discussions, and clarifies obscure passages or difficult points of grammar.

### Spanish Method

In the first course of Spanish, one of the "favourite" languages, special attention is given to imparting a correct pronunciation and clear intonation patterns. The conjugation of irregular verbs (*poder, tener, ir, querer, saber, etc.*) constitutes the chief difficulty. At the end of the 2nd. course, where verb tenses, personal pronouns, prepositions and the famous *ser* and *estar* are studied, students should be able to understand a simple text, and follow a simple and slow conversation. In the 3rd. term, more difficult points such as voice and moods are taken up. Spanish IV is chiefly devoted to vocabulary and conversation. Grammar is taught by means of "fill in" exercises done on the board. Translations make their appearance in this course. Précis and letters become important in the last course, where pupils read and comment on UN documents (mainly the Charter and the Declaration of Human Rights) or articles from Spanish and Latin American journals and

newspapers (*Revista Hispánica Moderna, La Prensa, etc.*).

### Teaching English as A Foreign Language

Of all the languages, it is specially English teachers who face the difficulty of a mixed linguistic background in their class. This naturally calls for extra work on grammar, fortunately it can be done, since the pupils get a great deal of oral practice both on their jobs and in their daily life in New York. In the 1st. course, pupils learn the basic tenses and expressions of English. There is constant drill on prepositions in all classes, beginning with the first. In English II, pupils learn the perfect tenses, the passive voice, possessive, reflexive and relative pronouns, conditional forms, etc. The third course pupils can already be said to speak English after a fashion. Reading material is drawn from the Cardinal Pocket Book of Short Stories. The main emphasis, however, is on English grammar and the standard usage of the language. Some of the grammatical questions dealt with are indirect speech, conditional sentences, transitive and intransitive verbs easily confused (*lie-lay*), etc. The proficiency is considerably higher in the fourth course, where the pupils write remarkably good compositions, as regards both grammar and vocabulary. They undertake difficult dictations, write letters and begin to do précis. Eckersley's *Concise English Grammar* is the text used both in this course and in the fifth. Pupils read either short stories or plays. The 4th. is probably the hardest of the English classes, and many pupils repeat the course before going on to the fifth and final examination. No reading book is used in English V: the pupils read one short story per term, and do a great deal of grammar and précis writing (mainly from UN documents). The final examinations are certainly stiff. Besides testing grammar and vocabulary (e.g., explain "concern", "seam", "dwindle", etc.) they ask for a précis, a letter and an official memorandum. About 60% of the pupils that sit for the examination pass it — a figure that speaks eloquently enough for the excellence of the course.

### French Course

French teachers do not face the problem of heterogeneity, as many of the pupils come from the Spanish typing pool. However, this is not an unmixed blessing, since their work does not provide the pupils with an opportunity to practice the new language. As elsewhere, the French pupils begin by learning elementary vocabularies and some grammar: easy plurals, femi-

nines, the fundamental verbs, *qui* and *que*, partitive articles and the auxiliaries *avoir* and *être*. In the second course, less usual vocabulary and more grammar are taught: new tenses, irregular verbs, and the construction of easy relative sentences. As in French I, great stress is laid on speaking and spelling. French III, on the other hand, is almost entirely devoted to grammar. This makes it a very difficult course to teach, since great skill is needed to keep alive the students' interest. Some of the devices used are: tape recordings, the staging of brief dialogues between pupils, the learning of songs, etc. In this course, the hub of the French series, approximately one hour of each class is devoted to grammar. Some of the points taught are: the order or personal pronouns, plurals of compound nouns, use of *y* and *en*, relative pronouns, concordance of past participles (*la femme que j'ai vue, etc.*) logical and grammatical analysis, etc. In French IV, pupils acquire a larger vocabulary and learn idioms and proverbs. Their written work includes letters, and "explications de textes" serve as an introduction to the précis writing of the last course.

### Examinations

This brief review of the syllabus naturally leads us to the examinations. How are the papers prepared, that they may thoroughly and fairly test the pupils' knowledge? The procedure of the Training Section is as follows: the teacher of the course makes out a list of the lessons and grammatical questions taught, and prepares a paper for the written examination, both of which he forwards to the Examinations and Training Section. The list of lessons studied is given to the teacher who will be in charge of the oral examination, and the draft of the written paper is sent to the teacher of the following course, who reads it and adds his commentaries or suggests changes. The paper then returns to the Training Section, and the original draft is either accepted or the final form is agreed upon. The written test lasts one and a half hours, twenty minutes of which are taken up by a dictation. The oral may take anything from ten minutes to half an hour. It is generally longer in the higher courses, where the students must explain the passages they have read and engage in a general conversation. Obviously, the written papers are not corrected by the teacher of the course, and the name of the pupils is unknown to the corrector. Thus, the strictest justice and impartiality is ensured.

## BUFFALO IS HOST TO CULTURE CONFERENCE Group Plans Contrastive Cultural Analyses

THE University of Buffalo was host to a study-conference to Plan Contrastive Cultural Analyses, held December 19-21, 1959. The conference was convened at the request of the Language Development Section, Financial Aid Branch, Division of Higher Education, of the Office of Education, and was supported under a contract with that organization. Henry Lee Smith, Jr., Chairman of the Department of Anthropology and Linguistics, served as principal coordinator, and Albert H. Marckwardt of the University of Michigan chaired the sessions.

### MLA Report is Background

The springboard for the discussions was a report, entitled "Developing Cultural Understanding Through Foreign Language Study", which had been prepared as a result of an Interdisciplinary Seminar in Language and Culture, sponsored by the Modern Language Association in 1953. The study-conference followed the pattern of the Seminar by associating teachers of modern languages, linguists, and social scientists to consider the possibility and feasibility of constructing contrastive cultural analyses and of reflecting such analyses in the production of teaching materials. There was immediate agreement on the desirability of developing greater cultural insight on the part of language students through at least two channels: changes in attitude or approach on the part of teachers and alterations in existing teaching materials. The difficulties inherent in the first were made explicit through a description of present-day teacher-training methods which give future teachers of modern languages little opportunity to acquaint themselves with the cultural implications of the language they are preparing to teach. Recognizing

both the unacceptability and the inadvisability of introducing into the teacher-training curriculum specialized courses in the social sciences which might offer the useful cultural insights, the conference concentrated on the objective of introducing such materials in the most efficient forms and at the most effective levels: a handbook or guide for teachers to be implemented by textbooks which would facilitate introduction of cultural concepts to the students.

### Cultures to be Contrasted

The cultures, to be contrasted with United States culture, which are most immediately needed are Arabic, Chinese, French, German, Hindi-Urdu, Japanese, Portuguese, Russian, and Spanish. It was obvious that no single interpretation of United States culture could be used in contrast with the several other cultures. A different set of parallels from United States experience would be required in each instance. These would not conflict but would require carefully chosen illustrative materials. The latter could be found either in literary or social science writings.

In its final recommendations, the conference proposed a three-stage approach: construction of a manual of cultural insights applicable to the preparation of the several contrastive analyses, the formulation of the latter by teams composed of modern language teachers and representative social scientists, and the encouragement of the use of these analyses in students' textbooks at appropriate levels.

### Planning Committee

To accomplish the first stage, the conference appointed a Planning Committee

under the chairmanship of David B. Stout, Professor of Anthropology, University of Buffalo. The initial membership of the Committee is: Edward T. Hall, Jr., Government Affairs Institute; Rufus Hendon, Foreign Service Institute; Charles F. Hockett, Cornell University; Eleanor H. Jordan, Foreign Service Institute; and Edgar Mayer, The University of Buffalo.

### Language Committee—*from Page 6*

tee on Middle Eastern Languages, the Committee on Language and Psychotherapy, and the Committee on Contrastive Cultural Analyses.

Despite these recent organizational developments and the increased activity in already existing committees, there would seem to be still a lack of adequate coverage for several areas of interest. As yet there are, for example, no regional language committees for large areas of the world (Far East, South East Asia and Oceania, and Latin America) or a sufficient number of committees concerned with relevant research and inter-disciplinary matters.

## APPEARING IN COMING ISSUES OF THE LINGUISTIC REPORTER

- Language Reform in Modern China
- History and Status of the Roster of American Linguists
- NEA Centers and Institutes
- Linguistics in Australia
- English Teaching in Turkey and other special features

# THE LINGUISTIC REPORTER



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## NDEA INSTITUTE PROGRAM GROWS

*High Standards Are Also Maintained*

*By Raleigh Morgan, Jr.*

**A** SPOKESMAN for the Language Development Section, Office of Education, recently pointed out the fact that the National Defense Education Act (NDEA) Institute program had maintained a slow growth and at the same time succeeded in upholding a high quality of instruction. Statistics show that the twelve summer Institutes and four academic-year Institutes for 1959-60 had grown to thirty-six summer Institutes and four academic-year Institutes for 1960-61. For 1961-62 plans call for fifty-five summer Institutes and nine academic-year Institutes. Enrollment has shown a corresponding growth, with a total enrollment of 930 in the summer of 1959, it is expected that 1960 summer enrollment will reach 2,040. The academic-year enrollment, although not as spectacular, will rise from 87 to 101. Enrollment in the individual languages will also be greater, with Italian being offered for the first time with an expected enrollment of 30.

### Location of Institutes

Institutes are placed so as to adequately cover the United States from the standpoint of geography and population density. This accounts for the fact that there are twenty-one summer and three academic-year Institutes East of the Mississippi. There are fifteen and one respectively West of the Mississippi.

### FLES Institutes

One of the significant facts in the growth of the Institutes is the increase in the number of programs devoted to Foreign Languages in Elementary Schools (FLES) and the establishing of second-level Institutes. In 1959, no single Institute was devoted to FLES exclusively, although four such Institutes included FLES along with the secondary level. This year there will be two Summer Institutes devoted only to FLES and eight which will provide for training on both levels. Among the academic-year Institutes the situation is different, for in the school year 1959-60, one Institute was devoted to FLES. During 1960-61, the plan is to have one Institute for both levels and none for elementary only.

### Second-level Institutes

Second-level Institutes will be held at Hollins College, University of Puerto Rico, and Stanford University. The Language Development Section feels that a second summer of training added to the experience of the intervening year of teaching is extremely valuable to the teacher and will put the finishing touches on his training.

Two of the three second-level Institutes will be in a country where the language is spoken natively. The Spanish Institute at this level will be held at the University of Puerto Rico while Stanford University will take its advanced German Institute participants to Bad Boll, near Stuttgart, for the summer. The Institute for French teachers at Hollins will approximate a native milieu with the Institute as the only program on campus this summer. The idea of Institutes abroad is at present considered experimental and it is hoped that the 1960 experiment will be useful in deciding the desirability of such a procedure.

### Russian Experiment

The academic-year Institute for Russian at Indiana University for the school year 1960-61 will try an interesting experiment. Of the thirty participants in the Institute, twenty will be native Americans and ten will be Russian émigrés, who teach or hope to teach their native language in American institutions. In this way, the Americans will have the opportunity to get many hours of practice with native speakers. The native Americans will concentrate on developing facility in the language, while the émigrés will be working toward fulfilling requirements for certification.

### Manual and Anthology

Since the beginning of the NDEA Institutes, linguistics has always been given a prominent and important role. The Language Development Section is anxious to make teachers conversant with the findings of linguistic science at a practical level that will be meaningful for them in the average classroom situation.

See NDEA, 2, Col. 1



Professor Leon E. Destert, Director  
Machine Translation and Language Project,  
Georgetown University

## GELP Is Widely Known In Turkey

**Georgetown Conducts English  
and Literacy Programs**

**A**T 355 Atatürk Bulvarı in Ankara, just two blocks from the American Embassy, a building bears the sign "Georgetown English Language Program." Below the University seal is the notation, "under the joint auspices of the Government of the Republic of Turkey and the International Cooperation Administration."

GELP is a widely known name in Turkish educational circles because of the broad program in English as a second language which has developed since the beginning of the project in early 1954, and also for Georgetown's contribution to a mass literacy project for the Armed Forces which is being carried out through the Turkish General Staff.

### Highly Trained Staff

The present GELP faculty, made up of persons appointed from the States, totals twelve. Five of these have their Ph.D. in linguistics or languages, the rest have their master's in linguistics, languages or education. Thirty-four locally recruited native speakers of English have

See Georgetown, 8, Col. 1

NDEA—from Page 1

In order to strengthen linguistic training in this respect, the Office of Education has appointed a team of scholars to prepare a *Manual and Anthology of Applied Linguistics* under the direction of Professor Simon Belasco of Pennsylvania State University. The manual, prepared for specific use in the Institutes, remains nevertheless optional, although a heavy demand for it is expected.

Readers interested in these Institutes will find them listed on p. ix of PMLA (Publications of the Modern Language Association) LXXV, No. 1 (March, 1960). The official announcement may be obtained from the Language Development Section United States Office of Education, Office of Health, Education and Welfare, Washington 25, D. C.

### **Did You Know That . . .**

#### **MONATSPOST**

The University of Rochester publishes *Monatspost* to introduce students to German life and culture. Professor Arthur M. Hanhardt is editor.

#### **TULANE UNIVERSITY**

Tulane University, New Orleans, has a unique program in English for foreign doctors as a part of its medical program. Don Roberts, specialist in English as a Foreign Language, directs the English portion of the program, with the title Instructor of Biochemistry.

#### **UNIVERSITY OF WASHINGTON**

The Student Linguistic Society of the University of Washington was recently organized to promote linguistic activities among students and to publish a journal. Antonina Filonov is Corresponding Secretary.

#### **UNIVERSITY OF PUERTO RICO**

The Institute of Inter-Cultural Communications, Catholic University of Puerto Rico, Ponce, is seeking a person in Applied Linguistics with a command of Spanish to serve from about June 1 to December 15.

#### **UCLA**

A cooperative interdepartmental program at UCLA is offering an M.A. in Linguistics in 1960-61. Graduate students in any of the individual participating departments will be admitted to the Linguistics Program.

#### **GEORGETOWN UNIVERSITY**

Georgetown University, in cooperation with the Office of Education, sponsored a National Conference on the Teaching of African Languages and Area Studies in Washington, March 11 and 12.

## **Midwest Colleges Announce New Program Emphasis is on Language Teaching Techniques and Materials**

THE Associated Colleges of the Midwest have embarked upon a program of research and development in language teaching techniques and materials, in order to discover the most efficient and effective methods of foreign language teaching and learning at the college level and to develop and test instructional materials best suited to the teaching of foreign languages. Many new devices and approaches are today used in teaching languages, and experimentation and evaluation of these new procedures are underway. This joint program of systematic and controlled development and experimentation by a group of ten colleges should add to the understanding of the potentialities and limitations of different devices, methods and materials and of the conditions and purposes for which each is most appropriate.

#### **Mueller is Director**

Klaus A. Mueller, who was Director of Romance and Germanic Languages at the US Army Language School, has accepted the appointment as Coordinator of Foreign Language Programs of the Associated Colleges of the Midwest. Before joining the Language School, Professor Mueller has held a succession of teaching positions at Bard College, Colby College, Columbia and Princeton Universities. In recent years he has also served as Foreign Language Consultant to the United States Office of Education, the California State Department of Education and the San Francisco Unified School District where he introduced an intensive program of language instruction into the secondary schools.

Member colleges are: Cornell, Grinnell, Monmouth, Carleton, St. Olaf, Lawrence, Coe, Ripon, Knox and Beloit.

### **THE LINGUISTIC REPORTER**

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## **Harvard Linguistic Enrollment Increases**

### **Applied and Interdepartmental Program Offered**

THE Department of Linguistics at Harvard has shown a marked increase in the number of graduates and student enrollment in the last two years. Ten Doctors of Philosophy and six Masters of Arts have been graduated during this time. Graduate student enrollment in the Department has risen from 18 to 28; concentrators from 11 to 16, and students enrolled in courses from 47 to 120.

Professor Joshua Whatmough, who is Chairman of the Department, has been lecturing extensively both in the U. S. and Canada, and is to have the distinguished honor of being President of the Ninth International Congress of Linguists which will meet in Cambridge, Massachusetts in August, 1962.

Other members of the Department include Dr. Anthony G. Oettinger, Associate Professor of Applied Mathematics and of Linguistics; Dr. Calvert Watkins, Assistant Professor of Linguistics, and Dr. Lawrence G. Jones, Lecturer on Linguistics. Assistant Professor Dell H. Hymes of the Department of Social Relations, Dr. Robert J. Kispert of the German Department as well as members of other departments also participate in the work of the Department.

Professor Watkins will be a visiting scholar at the Institute of Advanced Studies in Dublin in 1961-62.

Professor Oettinger's new book *Automatic Language Translation: Lexical and Technical Aspects* is expected to appear in the fall of 1960 under the imprint of the Harvard Press.

## **German Translators**

### **Send Appeal**

### **Seek Collaboration**

### **On 8mm Film**

The Secretary General of the *Bundesverband der Dolmetscher und Uebersetzer e.V.*, Bonn, Germany, announces plans for an 8 mm. sound color film entitled "Ainsi se fait une traduction", designed to acquaint a large international public with the sphere of activities of the translator, thought to be less well known than that of the interpreter.

The Secretary General, Erwin H. Bothien, Bonn, Hausdorferstrasse 23, requests that knowledgeable persons in the field of 8 mm. and 16 mm. films contact him if interested in collaboration on the scenario or other problems connected with the project.

## University of Texas Programs for Teaching English as a Foreign Language

By Sirarpi Ohannessian

**B**ECAUSE of the large Spanish-speaking population of the State, the University of Texas at Austin has always been interested in the teaching of English as a foreign language. The great influx of foreign students to the United States, said to be some fifty thousand at present, has produced a great diversity of language backgrounds at Texas, the present academic year showing 487 men and women enrolled there from sixty-one different countries.

### Undergraduate Courses in English

Like most American universities Texas is not equipped to take absolute beginners in English. The proficiency test devised by Dr. A. A. Hill at Georgetown University several years ago is administered to all incoming students and seems to give satisfactory results.

Since 1937 special courses at freshman and sophomore levels adjusted to the needs of foreign students have been set up, offering five semester courses including a section in technical writing. The Department of Speech provides three courses one of which is compulsory for students who are found deficient in the proficiency exam taken at entrance. Students fill in a certain proportion of course time in the small laboratory of the English Department using tapes prepared at the University by Dr. David de Camp.

### Advanced Work in Preparing Teachers

Parallel with this undergraduate work, and as a result of the accumulated experience at the university, a program for the preparation of American and foreign teachers of English as a foreign language has developed.

Master's degrees were available in this field as early as 1942, but it was in 1952 that a formal program was approved leading to such a degree with a major in English or Education. The work has been, and still is, a cooperative effort mainly on the part of the departments of English, Education, Educational Psychology, Speech, Romance and Germanic languages and recently of a combined "Program in Linguistics." Since 1955 both M.A. and Ph.D. degrees in Linguistics have been granted by this interdepartmental committee of graduate studies of which Dr. W. P. Lehman is the present chairman.

Foreign students preparing to teach English are expected to take either a

See Texas, 4, Col. 1

## APRIL CONFERENCE MONTH FOR CENTER

### Staff Journeys to Several Meetings

**D**URING April, when Washington's beautiful cherry blossoms are in bloom and Americans come to the capital from near and far, individual members of the staff attended one or more of the numerous conferences in various other parts of the country and brought reports of fruitful discussions and exchanges of news between linguists, language teachers and those in allied fields.

### English Workshop

A workshop meeting sponsored by the Greater New York Council for Foreign Students was held on Saturday, April 2nd in New York. Emphasis was on the role of the volunteer in "Helping the New-comer Improve His English." Topics covered, beside this main theme, were "Content and concepts: what the volunteer should know," and "Sources and resources available to the volunteer." There was a demonstration of techniques and devices in teaching grammar, conversation and pronunciation. Members of different panels were drawn from Columbia University, New York University, the Board of Education, Queen's College and the Greater New York Council.

### Language and Culture

The 1960 Northeast Conference was held at Atlantic City from April 8th to April 9th, having as its theme *Culture in Language Learning*, and as host institution Rutgers, the State University of New Jersey.

The reports of the working committees issued in pre-conference pamphlet form, constituted excellent bases for the discussions during the conference. The topics covered were "An Anthropological Concept of Culture," "Language as Culture," "Teaching of Western European Cultures," "Teaching of Classical Cultures" and "Teaching of Slavic Cultures."

A report of the Modern Language Association Foreign Language Program was given by Dr. Donald D. Walsh, and Dr. Henry Lee Smith spoke on "Language and Culture" at an informal banquet during the conference.

### Eleventh Round Table

The Eleventh Annual Round Table Meeting on Linguistics and Language Study took place in Washington, D. C. on the April 8 and 9, sponsored by the Georgetown University Institute of Languages and Linguistics. The topics of the three sessions were "Language and Meaning," "Linguistics and Literature", and "Culture and Language Teaching". At the final luncheon, Dr. Kenneth W. Mil-denberger, Head, Language Development Section, Office of Education (HEW), spoke on the status of linguistics in relation to the National Defense Education Act.

### CLA in Durham

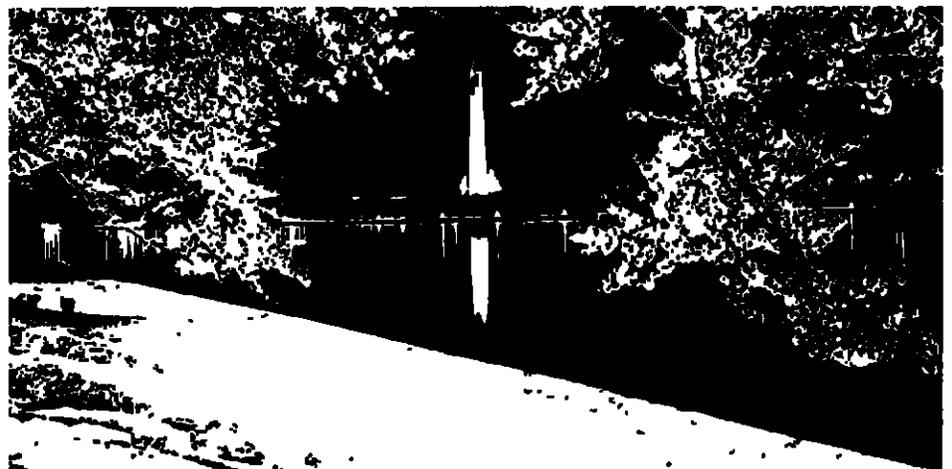
Raleigh Morgan, Jr., Associate Director of CAL, was main speaker at the luncheon meeting of the College Language Association, Friday, April 8 at North Carolina College, Durham.

Friday night, Lionel Stevenson of Duke University was guest speaker at the Association's annual banquet. Approximately eighty college teachers of English and foreign languages from throughout the South, several border states and the District of Columbia, were in attendance. During the three-day conference, there were workshops on literary criticism, linguistics and semantics, and others.

### NAFSA

The Twelfth Annual Conference of the National Association of Foreign Student

See April, 4, Col. 3



Washington Cherry Blossoms in April

Photograph courtesy of Joseph Tenschert

major or minor in English, and all are expected to pass an examination on a reading list comprised of books on linguistics, English language, and literature.

The linguistic program is obviously a growing one at Texas. It appears to enjoy the support of the University and there seem to be ambitious plans ahead. There are hopes that there will be courses in the English Department to fit in with a linguistic approach to literature, which, beside examining the formal aspects of English and American literature will make a more conscious and critical analysis of cultural content.

The University offers a B.A. in Linguistics. This, or its equivalent, is required for graduate study in linguistics though conditional admission may be obtained under certain circumstances

Thirty semester hours of graduate or advanced work are required for the M.A., but there are no specific courses outlined for the Ph.D., students being expected to put in two to three years of work before they are judged ready for submitting a dissertation (M.A. students are expected to submit a thesis). Each candidate, if he is American, is expected to analyse a language far removed from English or complete a course in field methods while a foreign student, especially in the first year of graduate work, is encouraged to make a descriptive study of his own language. If he continues he is usually expected to go on to a contrastive structure between this, or some aspect of it, and English.

### Methodology

The cooperative nature of teacher preparation at Texas is specially evident in the way methodology is covered. The departments of Education, and Romance and Germanic Languages offer a course in Techniques of Foreign Language Instruction, which is given by Dr. T. Anderson. The Department of Education offers a course in Visual Aids, and Dr. A. A. Hill gives a course entitled "Linguistic Approach to the Teaching of English as a Second Language" to foreign teachers who come on the International Teacher Development Program.

Unfortunately, despite the non-English-speaking element in the population of Texas, there is as yet no provision for internship; only certain American students who help with special undergraduate English programs get any practice teaching.

### Theses and Dissertations

One of the more arduous tasks of the faculty seems to be the supervision of

theses and dissertations, of which there is a considerable number accumulated through the years. Dr. A. A. Hill is at present making a complete list of those produced since 1948.

There are, at present, at Texas three American and six foreign students specializing in the teaching of English as a foreign language, but a considerable number of graduates are at work overseas. Support for students is available from a variety of sources, among the more significant at the moment being a supplementary grant from the Rockefeller Foundation to train three UAR graduate students (Michigan and Cornell have similar grants) and a Ford Foundation grant for American students in this field.

### International Teacher Development Program

The University has had long experience in giving a special program to teachers of English who come to the U. S. on Smith-Mundt and Fulbright programs. Since 1958 these programs have been conducted for an entire academic semester, with participants enrolled as regular students of the University.

Through an agreement with the Office of Education the University provides services of which the following are the principal parts: seminars in linguistics, in its application to language teaching, and in methods and materials for teaching English as a foreign language; classes in speech correction, composition and grammar, conferences with advisers, participation in community activities and local trips.

### Orientation Center

Special courses for students coming to the U. S. on various grants, are given at the Orientation Center, which is under the sponsorship of the Institute of International Education and the International Educational Exchange Service of the U. S. Department of State.

Since English will be the medium of instruction in whatever field these students pursue their studies, this aspect of the work of orientation has been strengthened, intensive courses in drill and advanced composition being provided for the various groups. The courses are non-curricular and non-credit and last from four to six weeks, but are significant in adding to the experience of the University in the teaching of English as a foreign language.

Advisors met at Denver, Colorado from April nineteenth to twenty-third, 1960.

The conference had a number of distinguished speakers, among them the Hon. Steve McNichols, Governor of Colorado, representatives from the State Department, the Institute of International Education, various universities, government agencies and other institutions as well as members of NAFSA. There were a number of cultural attachés from foreign embassies.

Owing to the wide scope of the program the conference was organized into sections which often met simultaneously, thus making possible six meetings of the English Language Section.

Two of these were informal discussions, resulting in some interesting resolutions. Two were business meetings dealing with reports, new officers, plans for the future, the adoption of a statement on organization and procedures of the Section and other business. One meeting was devoted to "New Materials for English Teaching", with announcements of new books, several by the authors themselves, and to "The Testing of English as a Foreign Language" where participants from IES, ICA and the University of Michigan gave accounts of various tests. The last meeting was a workshop at which reports were given on the activities of United States Information Agency, the Center for Applied Linguistics, the Fulbright English as a Foreign Language Program in Italy, the Philippine Center for Language Study, English Language Services, and a survey of Teacher training programs in the U. S. A and abroad.

### Kentucky Has Thirteenth

The Thirteenth University of Kentucky Foreign Language Conference, held in Lexington, Kentucky, on April 28-30, 1960, was attended by scholars from all over the United States and several foreign countries. The Thursday night opening session, paying special tribute to Israel, was highlighted by an address given by Ambassador Avraham Harman, Embassy of Israel: "The Revival of Hebrew: A Viable Instrument of Communication". On Friday and Saturday, the various sections included a wide span of interest from ancient to contemporary languages and literatures, linguistics, to language pedagogy on all levels of language teaching. Nearly 500 papers were read.

been trained to work as tutors under the direction of the linguistic scientists. All of the local staff have their bachelor's degree or its cultural equivalent. All of them are assigned on the basis of their acceptable standards in English.

GELP has had as local directors such distinguished persons in the field of linguistics as Kemp Malone and Winfred Lehmann. It is currently under the administration of Dr. Robert Harper, recently of American University and the Office of Education.

#### Five Objectives in English

The project has five distinct objectives: (1) the intensive program for Turkish specialists requiring competence in English in order to undergo training in technical fields through the medium of English, (2) the training of Turkish teachers of English for the middle and high school levels, both locally and through stateside assignments; (3) the preparation of textbooks and materials for the teaching of English from the sixth through the eleventh grades, and also for English as a second foreign language from the ninth through the eleventh grades, (4) the preparation of materials in Turkish for the training of illiterates, and finally (5) the preparation of self-teaching courses supported by audio-visual techniques

#### Linguistics and English Teaching

All materials are being prepared under the direction of scientific linguists with classroom experience, and with the participation of Turkish personnel trained in linguistics. The intensive course has a yearly enrollment of 300 and extends over a period of six to nine months at the rate of 30 hours of class instruction weekly, the average class not exceeding ten members.

Some sixty Turkish teachers of English have been sent to the United States, forty of these for short training periods during the summer and over twenty as candidates for the B.S. or M.S. in Applied Linguistics. As a corollary to this civilian teacher training program, the Ministry of Defense of Turkey has enrolled at Georgetown eighteen Army and Air Force officers who will complete their degree courses in June, 1960. They will constitute the core of the English Department of the Turkish Ministry of Defense Language School.

#### Preparation of Literacy Materials

The readers of the *Reporter* will be interested in the technique followed for the preparation of materials used in the mass literacy project. A tape recorder was installed in a barber shop located in a slaughter house near Ankara. The speech of illiterates or semi-illiterates was recorded without prompting for a total of approximately fifty hours. This material was then

# SCHEDULE OF MEETINGS

(June-October, 1960)

June 11-15 Kingston, Ontario	Canadian Linguistics Association Annual Meeting
June 18 Ann Arbor, Michigan	Committee on South Asian Languages
June Austin, Texas	Fifth Texas Conference on Problems in the Analysis of English
July France	Association Internationale d'Etudes Françaises
July 18-25 Vienna, Austria	American Anthropological Association 34th International University Congress of Americanists
July 29-30 Austin, Texas	Linguistic Society of America Summer Meeting
July 31-August 7 Paris, France	Sixth International Congress of Anthropological and Ethnological Sciences
August 3-9 Tokyo, Japan	First World Congress of Phoneticians
August 9-16 Moscow, USSR	Twenty-fifth International Congress of Orientalists
August 21-27 Louvain and Brussels, Belgium	First International Congress of Dialectology
August 28-September 4 Liège, Belgium	Fédération Internationale des Langues et Littératures Modernes
September Hamburg, Germany	International Congress for General and Applied Phonetics

processed and the lexical frequencies established. Also, an analysis of the most frequent grammatical structures was made. The materials were developed within this framework and were presented on the basis of progressive and cumulative repetition patterns. The pictorial aids for the texts were prepared on the basis of cultural authenticity and significance. Work books were also developed to teach writing.

#### Training Program in Literacy

The trainees in the literacy program are enrolled immediately upon entering the service for a period of seven weeks and instruction is conducted at the rate of thirty-five hours per week. Reserve officers of company rank were recalled to active duty to act as instructors and the Georgetown staff trained special groups who were later put in charge of instructor training. Instructor's manuals have been devised for the whole course. Approximately 120,000 trainees are enrolled each year. These are phased in the program at the rate of 20,000 trainees every eight weeks. The training centers are located in fourteen defence installations throughout the country.

The fourfold objectives: English language competence, teacher training; materials preparation and testing; and literacy training in the local language, constitute a pattern of valid experience applicable to other areas.

## FORD GIVES COLUMBIA GRANT

### Greenberg Will Head African Language Survey

THE Ford Foundation has recently granted to Columbia University approximately \$180,000 for the "West African Languages Survey", a three-year project sponsored by a number of educational and research institutions of West Africa.

#### Objectives

The objectives of the project include substantive research in the indigenous languages of West Africa, the strengthening of West African institutions in the areas of general and African linguistics, and the training of Africans in linguistic research.

The program includes field fellowships and grants-in-aid for linguistic research and funds for the publication of linguistic materials concerning the West African area. All inquiries about fellowships should be addressed to the director of the project, Professor Joseph H. Greenberg, Department of Anthropology, Columbia University.

## ICF Develops Hindi-Urdu Language Project NDEA Grant is Given For Cultural Film

THE International Communications Foundation (ICF), with headquarters in Beverly Hills, California, has started production in New Delhi on audio-visual teaching materials for the U. S. Department of Health, Education and Welfare.

These materials will include a motion picture and 40 sound filmstrips. They will be used by the University of California, Berkeley, for the development of a new college-level course on the Hindi-Urdu language and significant aspects of the culture of northern India, and when completed will be made available through ICF.

### Technical and Linguistic Staff

Mr. Lawrence Van Mourick, Jr., President of the International Communications Foundation is now in India heading a complete production staff which includes writers, still and motion picture photographers and technical consultants.

Dr. John Gumperz, Assistant Professor of South Asian Languages of the University of California is there directing all linguistic aspects of work with the assistance of two Indian linguists.

### Purpose

The purpose of the color motion picture is to introduce the student to the culture of the area in which the Hindi language predominates. It will be 30 minutes in length and will have both Hindi and English sound track.

The 40 sound film strips will form part of a new set of course materials for conversational Hindi, including sound tapes and written texts prepared according to modern linguistic techniques. It is hoped that this multi-media approach will introduce the student to both the language and cultural environment of the Hindi area within a minimum of curriculum time. Scheduled completion date for the photographic phase of the India project is December 1960.

The International Communications Foundation is a non-profit organization established to promote better understanding between nations of the world. This is accomplished by the production of low cost audio-visual materials for educational use.

## UCLA Is Host to Confab on Language Problems NDEA Sponsors Conference on Research on Psychology of Second-Language Learning

by Paul Pimsleur, University of California, Los Angeles

THE conference which is the subject of this report was held on the campus of the University of California, Los Angeles, during the Christmas holidays, 1959. It was sponsored by the United States Office of Education under Title VI of the National Defense Education Act. Its purpose was to elicit expert advice concerning research on the psychology of second-language learning. To this end, a group was assembled consisting of language teachers, linguists, and psychologists, who discussed many matters of common interest in a four-day meeting. Paul Pimsleur, University of California at Los Angeles, served as Chairman and the Office of Education was represented by Bruce Gaarder. The resulting proposals and recommendations were submitted to the administrators of Title VI for their guidance in awarding research contracts. This brief paper will attempt to explain the work of the conference.

### Topics

Basis for discussion was a list of topics, divided, somewhat arbitrarily into three parts, according to how the topics focus mainly on a) teaching materials, b) the students, and c) the interaction between the two. The list submitted comprised a total of 26 topics. Among some of the topics was one on the role of dialogues in language learning and the question of whether it is necessary to start by memorizing a corpus of material or whether a frame can be abstracted from many examples none of which is memorized. Aptitude and transfer were discussed in relation to language learning. Teaching phonology was also an item on the agenda with reference to the effectiveness of various techniques such as the use of several voices, use of recordings, different speeds and presentation, length of utterance, respelling versus normal spelling, phonetic training versus imitation of sounds.

### Proposals

The work of the conference consisted in examining these topics one by one, and making some disposition of each. Some were discarded as not essentially experimental in nature. Others were pigeonholed for a future time. Those which seemed of greatest immediate interest were treated by the participants, whose aim was to arrive, whenever possible, at the statement of an explicit hypothesis, accompanied by an experimental design to test it. Herein lay the real work of the conference. Out of it came fourteen pro-

posals for research. These varied considerably in complexity. Where the problem at issue was fairly clear, the conference contributed an appropriate experimental design. In relatively unexplored areas (e.g. social pressures influencing foreign language students), the proposals took the form of recommended pilot studies. Brief summaries follow of the fourteen proposed projects for research developed at the conference.

1. The first part of this project spells out in some detail an experiment to test the results on learning of the introduction of various kinds of written material. The five conditions are: a) no written material, b) phonetic respelling from the start, c) phonetic respelling introduced midway in the course, d) traditional spelling from the start, e) traditional spelling introduced midway in the course.

The second part of the project adds an additional variable, namely different kinds of phonemic and phonetic problems in the stimulus materials.

2. In this project, it is proposed that the services of a social scientist be enlisted to study ways of increasing the prestige value of studying foreign languages.

3. An experiment is proposed on the relative merits of teaching methods which lead to the creation of a coordinate second language skill in the student (i.e., the student acquires a set of French habits parallel to his English ones, but with few necessary connections between them), versus those which lead to the creation of a compound skill (i.e., a skill which involves going back and forth rapidly from English to the foreign language).

4. This project formulates an experiment to determine the relative pedagogic effectiveness of grammatical material, depending upon which of the three grammatical models it is based on: the immediate constituent model, the transformational model, or the finite-state model. It is proposed to construct, for a given corpus of sentences, three different grammars corresponding to the three models. A group of students will be taught with material governed by each model. Results for the three groups will be compared, one important criterion of success being the ability to generate new utterances in the foreign language.

5. Psychologists have found that many repetitions of a word may cause it to lose part or all of its meaning. Can this "satiation effect" be reduced by embed-

See UCLA, 7, Col. 1

ding vocabulary words in a context? An experiment is suggested

6. A study is outlined to determine the relationship between the attitude of students toward a minority culture and their performance in the foreign language of that minority.

7. A research design is suggested to test the relative merits of studying two foreign languages simultaneously or successively.

8. The procedure is outlined for creating an experimental school situation in which to test various hypotheses concerning drill materials

9. Cases of particularly poor language students, under-achievers, are to be studied to attempt to categorize, describe, and treat them

10. An investigation is proposed of the hierarchy of factors affecting the intelligibility of utterances.

11. It is suggested that an inventory be made of the kinds of errors made by students at various stages of F. L. learning

12. Reference is here made to previous proposals for investigating the parameters of the language learning process. As gleaned from a suitable sampling throughout the country, we would like to know how many contact hours are needed to bring an individual of a given age and aptitude to a specified degree of proficiency in a foreign language.

13. A research design is proposed by which to test the relative effectiveness of three kinds of language laboratory equipment: no feedback, simultaneous feedback, or delayed feedback.

14. An experiment is proposed to test the effect of introducing reading at various stages in the learning process

### Conclusion

The task undertaken by the conference was formidable. It attempted both to scan the entire range of situations in which linguistics and psychology might benefit the language teacher, and to treat a certain number of topics in depth. No doubt the results are uneven in quality. Not all topics were treated equally well, and some were not treated at all. Yet the fact that so large an undertaking could meet with even partial success is a tribute to the seriousness and discipline with which the participants approached their task.

The conference was predicated on the assumptions that there exists a range of research interests common to linguists, psychologists, and language teachers, and that each of these fields has special knowledge which can benefit the others. The work of the conference confirmed these assumptions, demonstrating advantages of inter-disciplinary cooperation in research.

## Book Notices

Journals published which are of particular interest to the teacher of English as a second language include:

<i>Language Learning</i> ,	Ann Arbor, Michigan.
<i>English Language Teaching</i> ,	British Council, London W.1.
<i>English . . . A New Language</i> ,	Commonwealth Office of Education, Sydney, Australia.
<i>NAFSA Newsletter</i> ,	National Association of Foreign Student Advisers, New York.
<i>The MST English Quarterly</i> ,	The Teachers of English, Manila Public Schools Manila, Philippines.
<i>The English Teachers Magazine</i> ,	Institute for Research in Language Teaching, Tokyo.

*Language Learning* is a Journal of Applied Linguistics, published semi-annually at the University of Michigan, Ann Arbor. The articles in *Language Learning* range from those in linguistics to articles on applied linguistics and practical problems of teaching languages. Though the interest is in contributions toward the improvement of language learning and teaching as a whole, the emphasis so far has been on English as a foreign language. Reviews deal with general works in language and linguistics as well as textbooks. In addition to articles and reviews, *Language Learning* also includes editorials, notes and announcements, and a list of publications received.

*English Language Teaching* is published quarterly by the British Council, 65 Davies Street, London, W.1. Articles which appear in this journal, reflecting the British theory and approach to the teaching of English as a foreign language, are based to a large extent on the experience of people in the field and offer discussions of views, problems, and suggestions having application in teaching situations.

Book reviews include textbooks and related books, mostly those published in England but including some American works.

There is a Correspondence section, in which readers express their views on articles and other matters, and a Question Box, which is concerned mostly with specific matters of usage and grammatical points.

*English . . . A New Language*, is a Bulletin for Teachers of New Australians in Continuation Classes. Published by the Commonwealth Office of Education, Sydney, N S W Australia.

The Commonwealth Office of Education in Australia has an extensive program for teaching English to approximately 50,000 new non-English speaking migrants arriving annually. The above journal contains articles of practical and background information for the teachers of English involved in the Commonwealth migrant program.

*NAFSA Newsletter* is published by the National Association of Foreign Student Advisers, International House, 500 Riverside Drive, New York 22, New York. The English Language Section of NAFSA is a national organization of teachers of English as a second language. The Secretary of the English Language Section has a column appearing in each issue of the *NAFSA Newsletter*.

Journals which deal with the teaching of English are also published in various parts of the world where English is taught as a foreign language or one of the official languages of a country. Among others are the following:

*The MST English Quarterly*, which is a publication of one of the English teachers' associations in the Philippines, The Teachers of English in the Manila Public Schools, Inc. Division of City Schools, Manila

*The English Teachers Magazine*, which is a publication of the Institute for Research in Language Teaching, 1-2 Kanda-Misaki-cho, Chiyoda-Ku, Tokyo, Japan

Other journals which deal with English teaching include *Lingue del Mondo* (Italy), *Levende Talen* (The Netherlands), *Języki Obce w Szkole* (Poland), and *Иностранные Языки в Школе* (Russia).

## UTAH HIGH SCHOOL TEACHES ARABIC

### *Unique Class Is Taught By Native*

The Supervisor of Modern Foreign Language Instruction, State of Utah, recently informed the *Reporter* that on January 25, of this year, in the Bountiful High School, located in a suburb of Salt Lake City, a class of Arabic was begun. This is the first high school class in Arabic. It consists of twenty-six carefully selected students who meet ninety minutes per day beginning one-half hour before school and continuing through the first period.

### **Excellent Progress**

It is reported that, in the four weeks the class had been in session, excellent progress had been made under Joseph Khoury, a native of Lebanon, in spite of the lack of Arabic textbooks aimed at the high school level. Students have learned a large number of "courtesy" phrases and are now learning the Arabic writing system. The class is planned to continue over a period of years. In addition to the offering of Arabic II for some 20 second-year students, an enthusiastic registration will permit the offering of a large new Arabic I class next fall.

### **UAR Press Praises Class**

It is interesting to note that the day after the class began, prominent and favorable mention of the class was given in *Al Ahrām* the chief daily newspaper of the United Arab Republic, published in Cairo. Some twenty letters were received from all parts of the United States either in a congratulatory vein or inquiring after possible Arabic teaching materials.

## INSTITUTE FOR ENGLISH TEACHERS IN JAPAN ANNOUNCED

### *Fourth Meeting Opens in Tohoku Special Program Set for English Teachers in Japan*

THE Miyagi Prefectural Board of Education announced the opening of the Fourth Institute for English Teachers in the Tohoku region Saturday, March 26, through Monday, April 4, at the Miyagi Prefectural School for the Deaf, Nagamachi, Sendai, sponsored by the Miyagi Prefectural Board of Education, Senior and Junior High School English Teachers Association of Miyagi Prefecture and Tohoku Regional Council of English Teachers Organization. These organizations are sponsoring the meeting in cooperation with the English Language Exploratory Committee (ELEC), the Asia Foundation, the Fulbright Commission, Sendai ACC, Tohoku University, Tohoku Gakuin University and all prefectural Boards of Education in the Tohoku region

### **Purpose of Institute**

The purpose of the Institute is to raise the English teaching level in the region by providing junior and senior high school English teachers the opportunity to acquire practical skills in spoken English, and to become familiar with new principles and techniques of teaching English as a foreign language and with the historical, social and cultural background of the English language through intensive contact with the language.

The Center is collecting information on local linguistic societies, clubs, and similar organizations in the United States and Canada for a forthcoming issue of the *Reporter*. Please send data and information on such local organizations to Miss Walker at the Center.

## NEW INTERPRETERS' GUILD BUILDS ROSTER

### *Organization Is Recently Established*

IN A recent issue of their monthly newsletter, the Interpreters' Guild of Washington announced plans for the compilation of a roster of language specialists. The roster is being developed by means of an application blank, which is both an application for membership and a questionnaire. The questionnaire seeks information on languages known, ability to do simultaneous and consecutive interpreting, and translation.

The officers and members of the Executive Council of the AFL-CIO affiliate are V. Miro Morville, President, Robert Roussel, Vice-President; and Gina Racca, Secretary-Treasurer.

Inquiries may be addressed to the Secretary-Treasurer at 3210 Wisconsin Avenue, N.W., Washington 16, D. C.

The Center is compiling a list of Master's and Ph.D. theses in the field of applied linguistics. Please send titles to Miss Sirarpi Ohannessian of the Center.

## APPEARING IN COMING ISSUES OF THE LINGUISTIC REPORTER

- History and Status of the Roster of American Linguists
- NDEA Centers
- Linguistics in Australia
- Linguistic Organizations in the United States and Canada
- ... and other special features

# THE LINGUISTIC REPORTER



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## PSYCHOLINGUIST REPORTS ON MACHINE TRANSLATION CONFERENCE

*Account Gives View of  
Current Research*

By Donald C. Hildum

**T**HE National Symposium on Machine Translation, held at UCLA on February 2-5, 1960, was sponsored by the University of California, Berkeley and Los Angeles, the University of Southern California, and the University of Washington. The official participants included also representatives of the following organizations: Georgetown University, RAND Corp., Ramo Wooldridge Inc., M.I.T., Planning Research Corp., I.B.M., Wayne State University, Harvard, Electrada Corp., National Bureau of Standards, University of Texas, C.E.I.R., Arthur D. Little, Inc., Machine Translation Inc., Indiana University, and the ITEK Corp.

The purpose of the symposium was to make groups working in the MT field aware of what other groups were doing, and to exchange ideas on the major problems of the field. This report is a summary of the proceedings as seen through the eyes of an observer trained in psycholinguistics.

### Goals and Requirements

Certain goals and requirements seemed well agreed upon by all the participants. MT's goal is to provide usable, but not elegant, translations of foreign language articles of interest to scientists and technicians. It is justified on the ground

See *Machine Translation*, 4, Col. 3

### New Headquarters

On July 16, 1960 the Center for Applied Linguistics moved to its new quarters:

Suite 1101  
Dupont Circle Building  
1346 Connecticut Avenue, N.W.  
Washington 6, D.C.



Afghans learn English as an important tool

## ENGLISH TEACHING EXPANDS IN AFGHANISTAN

*Teachers College Plays Active Role*

By Gerald Dykstra and Mohammed E. Burhan  
Teachers College, Columbia University

**A**FGHANISTAN, a nation of 12 million, is a landlocked nation that is largely mountainous and primarily agricultural. It has undergone a general national awakening and has seen rapid changes especially in the last three decades. The country is underdeveloped but a sequence of five-year plans outlines recent and future development and indicates a strong determination to move ahead. Old cultural traditions are eased aside when the people and the leaders feel such measures are necessary in order to usher in new and promising ways

The Afghans aim to maintain contacts with other nations. They intend to utilize vast resources of technological research and publication that are now available. They are emphasizing better means of communication, air transportation and expansion of education. Their students are going abroad in increasing numbers for advanced graduate training. And these are only a sampling of the areas in which activity and interest are welling up.

### English is Necessity

In each of these areas English is a necessity more than any other single language. Accordingly, English is taught from grade 7 through grade 12, as well as in the various faculties of the univer-

sity and in many special programs. At the present time, while few students are graduating from the 12th grade, the 7th and 8th grades are becoming relatively large. Thus the needed number of good English teachers is still mainly a potential while the actual number of students in English classes is large and increasing rapidly.

### Improves Teachers and Program

Teachers College is serving in this situation as a contractor with the International Cooperation Administration of the U S. Government. The purpose is to improve teacher education and to strengthen instruction in English in the schools of Afghanistan. Toward this purpose the contractor advises and consults with appropriate officials in the development of an Afghan-manned program in the teaching of English, using the Institute of Education of Kabul University as the local agency for pre-service and in-service education of teachers. Supplementary to the main objective, the contractor provides English teachers for certain of the Afghan schools.

The areas of critical need related to language and linguistics include the national literacy program and the nation-

See *Afghanistan*, 2, Col. 1

#### AFGHANISTAN—from page 1

wide Pashto and Persian national language programs. In addition, persistent requests from a great many agencies for teachers of English indicate a vacuum that must be filled one way or another. The ICA, USIS, Asia Foundation and British Council are helping some but much more needs to be done.

#### Teachers Needed

Afghanistan needs 160 teachers of English now. It is using half that number, poorly prepared. By 1962 it will need 210. If educational expansion continues at the rate of the last five years the country will need 300 English teachers in 1965. This rapid expansion is not likely to be accomplished by selecting teacher trainees from among the small number of high school graduates alone. The ten per year for the next four years, for example, could well be used simply to replace the 12 per cent drop-out rate which can be expected from the total of 80 teachers that should be employed for teaching English to the estimated average per year of 8,000 7th grade students.

#### Materials Needed

One way to compensate for the shortage of teachers is to produce the most effective possible set of materials. The first series produced, *English for Afghans*, introduced a number of productive concepts in language teaching: oral approach, repetition, memorization and pattern practices. The very heavy emphasis on memorization was especially appropriate to a situation in which there were practically no well-prepared teachers of language. Now the training programs are beginning to show results and it is necessary to move to new stages. It is necessary to introduce additional considerations in selection, sequences, and distribution of English patterns over the basic six-year program. It is also necessary to include variety in the exercise types, with special emphasis on language use in meaningful environments or situations. Most important of all is the urgent need of introducing into materials development plans a very careful control in the use of language patterns so that a student is led to use what he knows while never confused or pushed into making errors by being presented with language patterns that neither parallel the patterns of his native language nor appear in the materials which he has been taught previously. In the preparation of these materials, such widely accepted concepts as the oral approach are of course retained but are not being narrowly interpreted to mean emphasis on colloquial patterns when it seems that a reading comprehension is a more significant goal in the situation for the majority of students.

The new materials are being printed

and bound in pamphlet-size booklets with local printing facilities. The smaller booklets will have more durability, require much less time between experimental and production stages, allow for easier revision with a minimum of disruption, and, most important, allow for versatility or variation in the overall Ministry of Education program.

#### Several Series

There is to be a core series of approximately 15 booklets averaging almost 60 pages each. The first two will be envelopes of loose sheets prepared in workbook style. These will cover the regular needs of most 7th grade classes in their first year of English. In addition to the core series which presents language patterns necessary for everyone who is to make some functional use of English, there will be two series of three booklets each, one series for language-gifted students and another for slow students. These will give additional practices with extensions of pattern use, additional vocabulary and practice from a different point-of-view.

Another series related to the core series will deal primarily with thorough mastery of colloquial forms. Material in this series is to be graded to come at the end of the 1st, 3rd and 5th years of work in the core series. Expressions like "How about coming with me?" would not occur in the basic core series but would find their place in this colloquial series. It is possible that some classes may not use these materials at all, but failure to use them would not hinder progress in the other materials.

There will be four additional series of three booklets each geared to 1st, 3rd and 5th-year levels. One of these will be entitled *Readings in Agriculture*; another, *Readings in Social Studies*; another, *Readings for Girls' Schools*; and the last, *Plays and Readings in Literature*. The first in each series is very simple, largely identificational in nature. The

second booklet however, at the 3rd-year level, contains somewhat more sophisticated material. The 3rd booklet in each series is quite advanced. Finally, there will be three series of readings appropriate to the level of English that students will reach during the second, fourth and sixth years. One of these is a series in the area of Science. Another is called *Readings in Technology*; the third is *Readings on Language and Culture*.

#### Tests and Auxiliary Material

Objective tests are being developed for measurement of student proficiency at all levels. The long-range plan includes the development of an open-ended master test so constructed that items can be chosen to make a test for any level of English in the secondary schools. Each test is to provide a valid measure of the students' proficiency. Each item on the master test is to be so constructed that it can appear in any of many different forms on the test sheets given the student.

It is clear that other auxiliary materials will have to be prepared constantly as already indicated by the needs for preparing auxiliary materials especially suitable to the Army School, the Police Academy, the Afghan Air Authority School and other specialized branches where students must develop a quick and thorough ability in English as used in a specialized field.

#### Afghan Specialists

A small start has been made in preparing an Afghan-manned teacher education program. Afghans with special ability in general linguistics and in phonetics have already been teaching in this program. A potential candidate for the position of Specialist in Methods and Materials is now getting his training at Teachers College and candidates for specialization in Phonetics and Phonemics, in Grammatical Analysis, in Comparative Linguistics, in Testing and Measurement, Comparative Literature, and other fields are being located and prepared for graduate training.

Continuing contacts in Europe, the Near East, Asia, Africa and the United States are of great importance to these prospective leaders. It is important that they keep abreast of, and contribute to, the program of cooperative research being developed in various parts of the world: measurement in learning (essentially experiments with types of language learning procedures and exercises), the value of linguistic research for the teaching of language, and the relationship of national program policies to the results in language programs.

The Afghan program has a long way to go but it is moving rapidly, and the future seems to hold promise.

#### THE LINGUISTIC REPORTER

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## ENGLISH TEACHING IN AUSTRALIA HAS BROAD SCOPE

### *Huge Migration and Technical Assistance Are Involved*

By Felicia E. Harben

AUSTRALIA is currently engaged in a large-scale program for teaching English as a second language. The program began in 1947, when displaced persons began to arrive in Australia under the auspices of the International Refugee Organization. In order to provide a working knowledge of English and a basic knowledge of the Australian background to these newcomers, the Commonwealth Office of Immigration requested the Office of Education to organize instruction in English for migrants. The size of the program can be gauged from the fact that between 1947 and 1952 over 300,000 non-British migrants arrived in Australia, most of whom knew little or no English. It has been estimated that the migration is 100,000 a year, 50,000 of which are non-English speaking.

#### Facilities

In 1947, instruction in English was given in Reception Centers where the displaced persons were accommodated on arrival. From this beginning, a program has been developed which now provides the following facilities for new Australians to learn English: instruction on board ship, instruction in Reception Centers, and instruction within the Australian community (in evening classes, by a correspondence course, and by radio lessons). Facilities for the learning of English as a second language are available free of charge to any non-English speaking migrant.

#### Materials

The shipboard course is based on a textbook, *English on the Way*, specially written for the purpose. In 36 lessons, it treats many of the teaching points included in the first 80 units of *English for Newcomers to Australia*, the text used in evening classes in Australia.

The correspondence course consists of 30 lessons, each printed as a booklet. For two groups (Italians and Greeks), special materials have been developed. Among them is a booklet (in Greek) entitled "The Letters and Sounds of English," which provides an introduction to pronunciation and script and cursive writing.

For *New Australians* is a booklet published monthly to accompany English lessons given by radio. The radio lessons may be followed either as a supplement to class or correspondence instruction, or as a self-contained course.

See *Australia*, 4, Col. 1

## Book Notices

**MODERN SPANISH.** A Project of the Modern Language Association. Pp. xiv + 496, including 7" vinyl 33½ r.p.m. record with oral exercises of Unit I. New York and Burlingame: Harcourt, Brace & Co., 1960.

In the Introduction, William Riley Parker labels *Modern Spanish* a "first" in that it represents the first textbook ever sponsored and endorsed by the Modern Language Association in its seventy-six year old history. Parker further characterizes the text as a "bold experimental one, keyed to the new spirit in language study." Its production represents the combined efforts of a team which sought to implement the mandate of the Spanish teachers of America.

#### Not Different But New

It is the view of the Modern Language Association that *Modern Spanish* presents not a different but a new text to the profession because it was conceived according to the principles that language learning is a skill which should be learned according to the oral-aural approach. It is further held that direct reading should be emphasized and attained by early reading of previously heard and memorized materials. One should not, however, begin the reading of previously unheard materials until the student has reasonable control of the linguistic system. Cultural values and patterns should be a significant part of linguistic material from the beginning at every step.

#### College Level

The book is destined for college level students who are taught under reasonably favorable conditions with a minimum of 300 hours of instruction and laboratory, and is divided into 30 Units corresponding roughly to the weeks of the academic year. There is also an Appendix of verb forms, a Spanish-English Vocabulary and an Index.

The general organization of each unit is characterized by a dialog with English equivalents, cultural notes, a pronunciation drill, seven or eight grammatical items, numbered consecutively throughout the book from Units 1 to 24, grammatical discussions, drills and a reading passage.

#### Unit Organization

Through Unit 10, all sentences of the Spanish dialog have intonation patterns marked. After Unit 10, reading passages begin to increase in difficulty and are provided with a "Cuestionario" and a list of suggested readings. Various techniques are used for drills including the types known as substitution, construction substitution, patterned response and one even finds translation and writing drills.

*Language and Language Learning: Theory and Practice* by Nelson Brooks, New York and Burlingame: Harcourt, Brace and Company, 1960. xiii, 238p. [Cloth bound.]

Written in distinctive, readable style, this is a bird's-eye view of the second language teaching situation in the United States today. The purpose of the book is to examine how, in the light of present-day advances in this and related fields, a second language can be studied as a living language as used by its native speakers rather than in terms of books, translations, grammar exercises and through the medium of English. The author, who has wide experience and knowledge himself, draws information from a great variety of literature and acknowledges indebtedness to a distinguished panel of men and women in this and related fields.

#### Comprehensive Coverage

The scope of the book is very comprehensive, covering most aspects of language and language learning in its pages. It includes, among other things, the theory of language, theories put forward by descriptive linguists, and bilingualism, especially in children; modern theories of learning and the learning situation in the classroom; the language teacher, his place, his competence and his problems in the setting of American schools. There are chapters on language and culture, language and literature, objectives of the language course, "continuity of the learner" or curriculum organization, methods and materials, the language laboratory, and tests and measurements. The appendix contains suggestions to teachers on how to proceed in such matters as arranging the sequence of materials, how to conduct choral responses, how to give grades, how to prepare scripts and so on. There is also a glossary of terms, as well as a selected bibliography and index.

Although the book is packed with information and suggestions, the wide area covered in the given space rules out detailed study of any given aspect of the theory and practice of language and language learning.

Unit I is an introduction to Spanish pronunciation and contains an introduction to the physiology of articulation, followed by an introduction to Spanish segmental and suprasegmental phonemes. The Unit ends with a summary table of Spanish phonemes, in which the allophones of each phoneme are listed and enclosed together in a frame, thus graphically illustrating the phonological oppositions.

# SCHEDULE OF MEETINGS

(August - December, 1960)

July 31-August 7 Paris, France	Sixth International Congress of Anthropological and Ethnological Sciences
August 3-9 Tokyo, Japan	First World Congress of Phoneticians
August 9-16 Moscow, USSR	Twenty-fifth International Congress of Orientalists
August 21-27 Louvain and Brussels, Belgium	First International Congress of Dialectology
August 28-September 4 Liège, Belgium	Fédération Internationale des Langues et Littératures Modernes
September Hamburg, Germany	International Congress for General and Applied Phonetics
November 17-20 Minneapolis	American Anthropological Association (Annual)
November 24-26 Chicago	National Council of Teachers of English (Golden Anniversary Convention)
November 30-December 3 San Francisco	Fourth Annual Conference on Exchange of Persons
December 2-3 Bloomington	Conference of National Science Foundation on Russian and East European Linguistic Literature
December 27 Philadelphia	American Dialect Society American Studies Association National Council of Teachers of English (College Section)
December 27-28 Philadelphia	College English Association American Name Society
December 27-29 Philadelphia	American Folklore Society Modern Language Association of America
December 27-30 Philadelphia	American Associations of Teachers of French, German, Italian and Slavic and East European Languages
December 28 Philadelphia	Catholic Renaissance Society Modern Humanities Research Association
December 28-30 San Diego	American Association of Teachers of Spanish and Portuguese
December 28-30 Hartford	American Philological Association
December 29-30 Hartford	Linguistic Society of America
December 30 Philadelphia	National Federation of Modern Language Teachers Associations

## AUSTRALIA—*from page 3*

*English . . . A New Language* is published four times a year and is issued free to all teachers of English as a second language. It is designed to keep them up-to-date with the latest developments, both in Australia and abroad, in this specialized type of teaching.

All of these materials are prepared and published by the Commonwealth Office of Education. Mr. William J. Weeden is the Director of the Commonwealth Office of Education; Mr. Neale Osman directs its Migrant Education Section.

## Other Activities

As part of the technical assistance program under the Colombo Plan, assistance

given in the teaching of English takes two forms: sending English teachers to various countries in South East Asia, and training teachers of English from these countries in Australia

In Indonesia, the Commonwealth Office of Education is conducting a 2-year radio course with weekly broadcasts. Recently, in a 5-week period, 30,000 written requests were received from Indonesia for student manuals which accompany the course.

Australia's English teaching activities extend into Indonesia, Malaya, New Guinea and scattered Trust Territories in the South Pacific, as well as Thailand, Laos, Vietnam, and the Philippines.

## MACHINE TRANSLATION—*from page 1*

that its great initial investment, assuming reasonable provisions for updating of programs and glossaries, will be returned in later savings from the reduced need for foreign language learning by those who would use its products. The question whether post-editors or revisers of machine copy should be included in the MT process is still moot—presumably it can be decided on purely economic grounds. Usable copy, the participants agreed, must be highly reliable, whatever its stylistic failings. Preferably, then, the machine should never guess at a translation, but should print out alternatives when no reliable decision is possible. Such printing of alternatives, of course, must be kept to a small frequency or the text will not be acceptable.

The foreign languages being studied for MT include Russian, French, German, Arabic, and Chinese. (There are probably others which my notes on the symposium do not cover.) In addition, researchers at Georgetown are beginning an attempt to work out a translation program applicable to all Slavic languages.

## Empirical Approach

Like all applied science, MT can only be proved in use, but in the reporting and discussion of research projects the symposiasts repeatedly raised the question of how long the theory-practice-theory cycle ought to be. At one extreme, researchers work from a single test, sometimes setting beside it for comparison an idiomatic English translation. The object then is to design as elegant a method as possible of getting from one to the other. This accomplished, with a number of trials and program revisions, one moves on to the next text, hoping that the successful programs will continue to be successful with a minimum of revisions.

## Theoretical Approach

At the other extreme, one starts with some general statement of the grammar of the source language and attempts to find a procedure by which to match it to the target grammar. Examples are, of course, adduced to guide this process, but full-scale application to text awaits the establishment of a broad translation plan. The use of parallel target text is not so natural with this plan. These extremes, so stated, are not viable. In action, the empiricists (e.g. the Georgetown, Ramo Wooldridge, and I.B.M. groups) reject mere gimmicks to make a translation "come out"; the demands of elegance in a solution extend beyond the text at hand and embody intuitive response to the whole language. And the theoreticians (at Berkeley, M.I.T., Harvard, for ex-

*See Machine Translation, 5, Col. 1*

ample) expect to revise their formulae as they are corrected by failures in actual translation.

Though discussants "pooh-poohed" the theoretical-empirical distinction, there was enough substance to it to generate a good deal of heat in some sessions. The question at issue was how soon practical MT would be working, and specifically whether it would be working within a year. Since to the theoretically oriented a limited solution looks like no solution, claims that MT was at hand were met with doubt, even though they were qualified by the limitation to texts in one branch of science and the contemplated use of post-editors. At any rate, discussants generally agreed that both approaches were necessary.

### Soviet Research

A report on Soviet research, by Kenneth Harper of the RAND Corporation, showed that Russian MT has apparently gone through the same stages of unwarranted optimism, dogged empirical retrenchment, and the beginning of an abstract approach as has our own. The Russians are devoting more man-hours to the task than we are, but many of these simply compensate for the lack of machine facilities and storage capacity. One result of this lack is a shortage of whole-text recordings for future use. There is some discussion in Russia of the use of intermediate languages, though Harper gave no indication that this exceeds the mild interest in the matter shown so far in this country.

### The Dictionary and Storage

The MT components are a dictionary and a set of logical syntactic operations. The problem of the dictionary is how many and what kind of units are to be stored. Naturally, the greater the length and therefore the variety of the stored units, the fewer logical operations are needed. But on the machines used by most of the projects reported on, memory storage limits quickly put a lid on entry length. In general, whole-word storage is standard, since the operations necessary to separate stems and inflections for look-up are too laborious. It has proved possible, though, to eliminate some whole forms from a paradigm because their frequency of occurrence is vanishingly small. University of Texas representatives ruefully noted, however, that in German unlimited compounding forces the MT workers to select only the most frequent compounds for dictionary entry and set up operations to analyze the remainder.

Storage on the read-out side is a problem too, though there seems at the

moment to be less choice of strategy. In addition to the source form and its corresponding target form(s), all MT programs require storage of some sort of syntactic information—what other forms the one in question may govern or be governed by, and certain specific machine directions to carry on the necessary logical operations.

In spite of all the factors swelling entry size, Erwin Reifler reported that the rule of thumb followed at the University of Washington project, which has reaped technological advantage from its close association with IBM, was to "store everything". The recently developed photographic memory disc makes this a feasible rule, while the size and speed of the brand new IBM "Stretch" computer is expected to broaden strategic possibilities almost without (practical) limit. Reifler even offered to get some positive use out of German compounds by using frequency counts of them to determine which phrases in other languages ought to be entered as *phrases* in their own lexicons. The use of such a standard is justified by the cosmopolitan character of scientific vocabulary.

### Logical Syntactic Operations

Syntactic analysis received more attention than lexical matters at the Symposium, probably because it seems more likely to yield to the growing theoretical interest. Three main approaches to a sentence are being used. The "top-to-bottom" and "bottom-to-top" approaches both involve a preliminary scanning during which the machine looks up in the lexicon the syntactic class and possible governance of each word. In the top-to-bottom approach, it then selects out the independent forms and searches for their modifiers—or, to take another tack, starts with the fulcrum of the sentence or phrase (Paul Garvin's expression for the form containing the most information) and searches for its dependents. The bottom-to-top approach involves the selection, after scanning, of the words which must be dependent, and following the successive dependencies upward.

### Predictive Analysis

The third approach, left-to-right or predictive analysis, aroused the most interest at the symposium, especially, it seemed, among the theoretically-oriented groups. (Right-to-left sentence analysis was not proposed, though that direction has proved fruitful in machine dictionary look-up.) Predictive analysis has a certain abstract appeal because of its apparent resemblance to the way a human reader approaches and analyzes a sentence. In this method, developed to a great extent by Ida Rhodes at the Na-

tional Bureau of Standards, there is no preliminary scanning. From the dictionary entry for the first word in the sentence, the machine takes a set of predictions about what other forms may be found in the sentence and adds them to the top of a push-down prediction store. (This is the store such that the removal of the top prediction by either fulfillment or rejection automatically brings the next one to the top.) The predictions carry a code designation to show whether they are obligatory or optional, and at what point in the sentence they may or must appear. As the analysis progresses through the sentence, the dependency structure is gradually built up and recorded. If at some point an obligatory prediction fails (i.e., there is a mistake in analysis), the machine may be set to return to an earlier less favored prediction which was not tested because the more probable one above proved locally sufficient—and start over again. Or the machine may be asked simply to record the error and finish the sentence analysis on the assumption that at the end it will be more obvious where the crux was, and the machine may return to it with less trial and error.

### Well-Formedness

This last alternative is workable mainly on the assumption that mistakes in one section of the analysis will not spread and contaminate the rest. Anthony Oettinger of Harvard, showed that certain automatic translations can be made from one symbolic logic notation to another in which a correct translation of a "well-formed formula" (in the mathematical sense) is achieved even when it contains a parenthesis within which there is a mistake. It remains to be seen whether the same characteristic of well-formedness will be found to operate with respect to nested constructions in the syntax of natural languages.

### Statement of Dependencies

All the syntactic analyses described here lead to a full statement of dependencies for any given sentence. With these in hand, there are two possible courses of action. The empiricist is likely to propose a set of rules by which the stated constructions can be matched with individual constructions in the target language. A number of the theoreticians at the symposium, however, showed more interest in normalizing any given sentence by the exercise of transformation or generation rules, which state what constructions may be functionally substituted for other constructions in the same sentence. The source sentence is then represented by a normal basic form plus a set of transformation rules, plus, presumably, some representation of semantic content.

See *Machine Translation*, 6, Col. 1

### Transform Analysis

Transform analysis would seem not to be, strictly speaking, translation, but only a preparation for it. The movement from source to target language is, in more empirical approaches, made by means of some sort of a dictionary of phrase structures, conditioned by syntactic directions from single-word dictionary entries. If transform analysis is used, the basic structure in the source language must still be matched to a basic target language structure and the final product generated by the transform rules of the target language. At this point it seems appropriate to ask whether the normalized sentence, including the necessarily transformed semantic content, can properly be regarded as belonging to the same language as the source text—whether, as a matter of fact, we are now dealing with an intermediate language. But this is a post factor speculation: the symposiasts carefully avoided the question of an intermediate language, theoreticians apparently feeling that no form of automatic phrase structure analysis is yet sufficiently advanced to bring us the translation step, and empiricists following the practice of designing source-language analyses for translation into only one specific target language.

### Semantic Dependencies

The mention above of semantic content brings us to a matter dealt with rather lightly and circumspectly at the symposium. Now that many of the earlier problems of dictionary design have been dealt with, interest has shifted to syntactic analysis, leaving the problem of multiple target forms unresolved. One reason for this neglect is that one thing we need for a solution is simply more statistical data on word occurrences, data which is gathered only gradually as texts are recorded for other purposes. A better reason seems to be the strategic one. The statement was often made and widely approved at the symposium that semantic problems would eventually turn out to be special cases of syntax. This is justified by the simple fact that a human translator will usually have little trouble rejecting most of the alternative translations of a source word upon consideration of context. The information, then, is within the text—assuming a dictionary that directs what to look for—and the only problem is to locate it. Semantic dependencies, however, unlike syntactic ones, will extend well across sentence boundaries, so the search for them is more difficult. But when phrase analysis reaches a mature state, presumably the cross-sentence structure will become more obvious.

### Semantic Resolution

Some efforts have been made already to achieve semantic resolution nevertheless. One, a quasi-syntactic approach, would choose alternative translations according to grammatical subclass membership of accompanying words. In the case of closed classes, of course, the subclass may be one word. This method of resolution seems worth while, but will probably not cover the whole ground. A second, more empirical method is to classify alternatives by fields of discourse, as in an experiment with the dictionary facilities at the University of Washington. There, each specialized alternative translation carried a two-digit subscript assigning it to one or more fields and subfields of science. The general discourse alternative, if any, carried no subscript. In the experiment, a number of source articles were classified by field and subfield and this overall classification determined the selection of alternative word translations. Using this single criterion, 88 per cent of over 2,000 choices in the sample were correctly made. When errors were checked, a number were found to be correctible by reclassification of alternative translations or articles, or the use of double subscripts. A more difficult problem was the appearance of a single source word in both its general and technical senses—requiring different renderings—in the same article. This requires a more sophisticated solution.

Such a solution was outlined by Martin Joo in a review in *Lg* 32.293 (1956). It involves slightly larger, perhaps 3-digit, subscripts, but on *all* content words rather than just alternative target forms. The machine would keep track of the subscripts in every environment, and where an alternative choice appeared the match would be made to local environment rather than to the whole article. This solution has the syntactic character which the symposium participants conceive to be the most likely approach; it may well contribute to the solution of more clearly syntactic problems; and, in the light of the results of the simpler experiment already cited, has much promise.

### Technical And Other Problems

Besides the linguistic problems raised at the symposium, various technical and associated matters were discussed. The question of the value of automatic programming aroused a good deal of disagreement. Various "super-programs" have the advantage of allowing the linguist to write his own programs without assistance and to make quick changes in them after experimentation. Some groups, however, contended that automatic programming was generally badly

done—i.e., uneconomical of machine facilities—that the time taken to design a super-program was in excess of that required for hand programming and "debugging," and that the linguist was better off to learn programming anyway. Both approaches will continue in use by their respective champions.

Aside from the usual complaints about insufficient storage and slowness, discussants had no definite proposals to make about radically new computer design for MT. It seemed generally agreed that binary-system computers were the best for MT operations.

### Read-In Methods

Another serious efficiency problem for MT is the slowness of present read-in methods. So far the only method is hand punching through typewriter keyboards, but this is too slow to be economical. The long-run usefulness of MT must assume print-reading machines of a fair degree of flexibility as to alignment, type faces, and type defects. A report by Lt. Col. Kellogg of the Army Research Office made clear the present status of such machines, pointing out that limited capability ones now available will probably be improved within the next couple of years to the point of economic use.

The IBM research group has devoted a good deal of time to working out various small but essential features of translation format which are prerequisites to the economical use of MT. These include page make-up, margins, hyphenation, type fonts, punctuation, special symbols, and the spacing of formulas and charts. Obvious and simple as these problems may seem, they involve great difficulties for automatic printing, and must be solved if there is to be a market for machine translation.

### Authoritative Abstracting

Finally, with an eye to the question of how to make use of the mass of material to be produced by MT, the symposium heard one paper on automatic abstracting, and much interest was expressed in going in to the whole problem of search and retrieval at much greater length at future conferences.

In summary, it seems to me that the symposium was highly successful both in making MT researchers aware of each others' progress and ideas, and in promoting cooperation on common problems. In addition, while seeking to further the main line of MT development, it kept in view the changes which always accompany an advance in science and technology.

## Linguistic Organizations in the U. S. A. and Canada

The following is a partial listing of linguistic organizations in the United States and Canada. The Center will continue to publish information on local linguistic societies, clubs and similar organizations in forthcoming issues of the *Linguistic Reporter*. If you have not already done so, please send data and information to Miss Walker at the Center.

### Linguistic Society of America

The Linguistic Society of America, which is a national organization, was founded in 1924 and incorporated in 1940. Its officers are: *President* — George L. Trager, *Vice-President* — Eugene A. Nida, *Secretary-Treasurer* — Archibald A. Hill. Dues for membership in the LSA are \$8.00 per year for regular members and \$4.00 per year for students (includes subscription to *Language*). Meetings are semi-annual. The Linguistic Society of America publishes *Language* on a quarterly basis, language monographs, dissertations and special publications by request. Correspondence may be addressed to Professor Archibald A. Hill, Box 7790, University Station, Austin 12, Texas

### Linguistic Circle of New York

The Linguistic Circle of New York was founded in 1943. Its officers are: *President* — Elliott Van Kirk Dobbie, *Vice-Presidents* — Robert A. Fowkes, André Martinet, Joshua Whatmough, *Secretary-Treasurer* — John P. Hughes. Dues for membership are \$7.50 regular and \$5.00 for students (includes subscription to *Word*). Meetings are held on the second Saturday of each month from October through May. Its annual national conference on linguistics is held in May. The Linguistic Circle of New York publishes *Word*, now in its 16th year of publication, 3 times annually. Lists of books and monographs also published by the Circle may be requested of Professor John P. Hughes, Department of Modern Languages, St. Peter's College, Jersey City 6, New Jersey.

### Washington Linguistic Club

The Washington Linguistic Club was reactivated in 1959. Its officers are: *President* — Carleton T. Hodge, *Vice-President* — Jacob Ornstein, *Secretary-Treasurer* — Raleigh Morgan, Jr. Dues for membership are \$1.50 per year. The Club meets on the third Thursday of each month, September through May. Guest speakers during the past year have included Father Benjamin Nuñez, Professors Harrell, Garvin, Dostert, Brown and Zarechnak all of Georgetown University, Dr. Charles A. Ferguson, Director of the Center for Applied Linguistics, and Dr. Kenneth Mildemberger, Chief, Language Development Section, Office of Education, Department of Health, Education and Welfare. Correspondence may be addressed to Dr. Raleigh Morgan, Jr., Center for Applied Linguistics, 1946 Con-

necticut Avenue, N.W., Washington 6, D. C.

### Canadian Linguistic Association

The Canadian Linguistic Association was founded in 1958. Its officers are: *President* — J. B. Rudnyckij, *Vice-President* — E. R. Seary, *Secretary-Treasurer* — W. S. Avis. Dues for membership in the Association are \$2.00 per year (includes subscription to the *Journal*). The Canadian Linguistic Association holds its annual meeting in June. The Association publishes *The Journal of the Canadian Linguistic Association* semi-annually. Correspondence may be directed to W. S. Avis, Royal Military College, Kingston, Canada.

### Minnesota Group For Linguistics

The Minnesota Group for Linguistics was founded in 1948. Its chairman for 1960-63 is Professor W. T. Pattison. The Group averages 5 or 6 dinner meetings and special panel sessions on specific problems each academic year. It has about 15 permanent members. Correspondence may be directed to Professor Donald C. Swanson, 301 Folwell Hall, University of Minnesota, Minneapolis 14, Minnesota.

### Student Linguistic Society of the University of Washington

The Society was newly organized this year. Its officers are: *President* — Luigi Romeo, *Vice-President* — Robert Petersen, *Secretary-Treasurer* — James Anderson, *Corresponding Secretary* — Antonina Filonov, Dr. Laurence Thompson is the *Faculty Executive* and the faculty ad-

visers are Dr. Eugene Dorfman and Dr. Carroll E. Reed. The Society's membership consists of students and faculty of the university as well as other interested persons. Members meet every two weeks to hear and discuss papers on various topics of linguistic interest. The Society publishes a linguistic journal. Correspondence may be directed to Miss Antonina Filonov, Student Linguistic Society, University of Washington, Seattle, Washington.

### Michigan Linguistic Society

At its spring meeting, approximately 160 teachers from Michigan, other states, Europe, South America, Asia and Africa were present. Its officers are: *President* — Dean John N. Winburne, *Secretary-Treasurer* — Dr. Ruth Hok. Speakers at the Spring meeting included: James Downer, Hans Kurath, Durwood B. Varner, Albert Marckwardt and Robert Lado. Correspondence may be directed to Dr. Ruth Hok, Michigan Linguistic Society, 1522 Rackham Building, Ann Arbor, Michigan.

### Linguistic Circle of Columbus

The Linguistic Circle of Columbus is directed by the Linguistics Studies Committee of the Ohio State University. Members of the committee are: Professors Kenneth Abbot, John Black, Morton Bloomfield, Erika Bourguignon, Robert Estrich, Wolfgang Fleischauer, Franklin Knower, Leonard Newmark, Stanley Sapon, Alexander Schutz and Francis Utley. This informal organization meets three times per quarter to hear talks by selected members on problems of general interest to the group which numbers about 60. The Committee also directs the Linguistics Colloquium, which meets bi-weekly to discuss problems of more limited interest. Correspondence may be directed to Professor Newmark at Ohio State.

## PERSONALIA

A number of linguists are changing their university affiliations as of September, 1960. The following list gives changes that have come to the attention of the Center recently.

<i>Name</i>	<i>Institution Coming From</i>	<i>Institution Going To</i>
Applegate, Joseph R.	M.I.T.	U.C.L.A.
Garvin, Paul	Georgetown	Thompson Ramo Wooldridge, Inc.
Haugen, Einar	Univ. of Wisconsin	Harvard
Hymes, Del	Harvard	Berkeley
Jones, Lawrence G.	Harvard	Boston College
Lado, Robert	Univ. of Michigan	Georgetown
Lehn, Walter	American U. at Cairo	Univ. of Texas
Moulton, William G.	Cornell	Princeton
Valdman, Albert	Penn. State	Indiana
Welmers, William E.	Hartford Seminary Foundation	U.C.L.A.

**National Science  
 Foundation Sponsors  
 Conference**

**To Meet at Indiana University  
 December 2-3, 1960**

Indiana University will be the site of a meeting to be sponsored by the National Science Foundation December 2-3, 1960, the aims of which were stated as follows: "To develop, and make recommendations concerning a national program for the systematic evaluation, selection, possible abstracting and/or translation, re-publication and dissemination of Russian and East European linguistic literature — with special emphasis on research materials in mathematical linguistics and information processing — for use of the American scholarly community."

The Center is compiling a list of Master's and Ph.D. theses in the field of applied linguistics. Please send titles to Miss Sirarpi Ohannessian at the Center.

**Additional Publications  
 Available At CAL**

The Center is now prepared to distribute the following publications upon request:

- Hindi Basic Reader \$1.50
- Hindi Basic Course (Units 1-18) \$3.50
- Spoken French (Units 1-6) \$1.00
- Spoken Persian (Units 1-5) \$1.50
- Lessons in Contemporary Arabic (Lessons 1-8) \$4.50

Other materials soon to be available:  
 Spoken Mandarin Chinese (Units 1-8)  
 Introducción a una comparación fonológica del español y del inglés

**NCTE TO DEVELOP  
 SECONDARY SCHOOL  
 TEXTBOOKS**

**Project Undertaken in  
 Cooperation With USIA**

A TWO-year project to prepare a series of secondary school textbooks for teaching English in foreign countries was announced today by the National Council of Teachers of English. The project, to be undertaken by the National Council in cooperation with the United States Information Agency, will develop a series of textbooks and related teaching materials for use in secondary schools abroad.

**Slager Appointed Coordinator**

Professor William R. Slager, Department of English, University of Utah, has been appointed coordinator of the NCTE project. Other authors, working as a team, will include Professor Roy G. Curtis of Purdue University; Dr. Ruth Hok of the University of Michigan; Miss Bernice E. Leary of Madison, Wisconsin; Dr. George H. Owen, Coordinator of the Adult Education Program of the Detroit Public Schools, and Professor Angela Paratore of Indiana University. All are experienced in teaching English abroad, and some have previously prepared English materials for use in specific foreign language situations.

**Linguists to Guide Preparation**

The preparation of the textbooks series will be guided by a group of recognized authorities in the fields of linguistics, methods of teaching English as a foreign language, educational psychology, English and American literature, art and music, and physical and social sciences. Included on this advisory group are Professor Harold B. Allen of the University

of Minnesota, Professor Gerald Dykstra of Teachers College, Columbia University, Dr. Charles A. Ferguson of the Center for Applied Linguistics, Professor Archibald A. Hill of the University of Texas, Professor Robert Lado of Georgetown University, Professor Albert H. Marckwardt of the University of Michigan, Professor Clifford H. Prator of the University of Southern California, and Professor W. Freeman Twaddell of Brown University.

"The Executive Committee of the National Council of Teachers of English considers the preparation of this series of books to be an important contribution to international understanding," comments J. N. Hook, Executive Secretary of the NCTE, an organization of more than 60,000 elementary, secondary, and college members and subscribers.

**Did You Know That . . .**

Languages-of-the-World Files, George Washington University, 2038 Eye Street, N.W., Washington, D.C., is a new NDEA Title VI project. Acting Director is J. C. King.

**APPEARING IN  
 COMING ISSUES  
 OF THE  
 LINGUISTIC  
 REPORTER**

- History and Status of the Roster of American Linguistics
- NDEA Centers
- Linguistics at the Board of Geographical Names
- International Congresses during Summer 1960
- . . . and other special features

# THE LINGUISTIC REPORTER



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## ARMED FORCES HAVE WELL-PLANNED LANGUAGE PROGRAM

*Needs of Service are Important  
Criteria*

By Lt. Colonel Alfonso R. Miele  
United States Air Force Academy

AT THEIR Basic Training Centers, the Armed Forces of the United States receive a representative cross-section of American youth eligible for military service. During the processing phase, each inductee fills out questionnaires which reflect his educational background including his own evaluation of his proficiency in foreign languages. Despite the millions of trainees who have entered military service since W. W. II, the Armed Forces have never been able to fill their language specialists requirements. As a result, the Armed Forces (and the State Department as well) have had to open their own language schools and programs to satisfy their needs in this field. These schools have been growing steadily in enrollment since W. W. II.

An examination of the curricula of the armed forces language programs reveals that the bulk of instructional time is spent on teaching and exercising the basic speech patterns of native speakers of the language. Military terminology, on any appreciable scale, is introduced into the recitations only after the everyday speech and common idioms of the language have been mastered. One must infer, therefore, that the main problem is getting the students to actively use the grammatical patterns of the foreign language in fluent aural-oral exercises.

### Aural-Oral

The lack of aural-oral ability in foreign languages on the part of the students is not surprising. Of the four objectives of teaching modern languages—*hearing, speaking, reading, and writing*—reading has been stressed as the most important and readily attainable objective by those planning the curricula of the usual two-year language course in the United States. However, foreign language teachers have recognized for many years that language

See *Armed Forces*, 4, Col. 1

## CONGRESS OF ORIENTALISTS IN MOSCOW BRINGS LINGUISTS TOGETHER

By Charles A. Ferguson



Opening Session, XXVth International Congress of Orientalists, Moscow, August 9, 1960.

FROM August 9 to 16 over 1500 scholars from many countries met in Moscow for the 25th International Congress of Orientalists. After a formal opening session on the first day, which was addressed by A. Mikoyan, Deputy Premier of the USSR, and other dignitaries and officials of the Congress, the orientologists split up into more than a dozen smaller sections meeting every day, each devoted to one particular field of interest. The meetings were held in the buildings of the Moscow State University and most of the delegates from outside the USSR stayed either at the University hostel or at the Hotel Ukraina. The delegation of the host country was the largest, after which came those of Great Britain and the USA; in addition to countries of Europe and America, a number of Asian and African nations were represented, of which Japan had the largest delegation.

Many of the section meetings were concerned with problems of history, archeology, art, economics, or other fields, but some were devoted to linguistic questions, and the Congress provided an op-

portunity for linguists of many countries to become better acquainted and to discuss questions of common concern in the field of Oriental languages and linguistics. Especially valuable for the American linguists was the chance to meet Soviet colleagues in the same field, to learn more of their work and to acquaint them more fully with the work of American linguists.

### American Linguists Attend

The list of American linguistic specialists participating in the Congress included I. Dyen, C. A. Ferguson, H. M. Hoenigswald, W. Lehmann, W. Leslau, H. H. Paper, and B. Schwarz. All of us appreciated the opportunity to talk to scholars of other nations and profited greatly from visits to institutes in Moscow connected with linguistic research and teaching in the field of Oriental languages. Several were able to visit similar institutions in other cities of the USSR, including Leningrad, Tashkent, Tbilisi, Erevan, Baku, and Stalinabad. All of us bought books, and were happy to exchange books and

See *Moscow*, 2, Col. 1

reprints with linguists from the USSR and other countries.

### Applied Linguistics in The USSR

In addition to the discussions on matters of "pure" linguistics which took place at the meetings and outside them, we had some chance to exchange ideas on certain aspects of applied linguistics. Professor Paper and I particularly enjoyed a visit to the Institute of Oriental Languages connected with the University, where the Director, Professor A. A. Kovalev, discussed the instruction offered there in nine Asian languages (Arabic, Chinese, Hindi, Indonesian, Japanese, Korean, Persian, Tamil, and Vietnamese). The normal program is a six-year course with sixteen hours a week in the language plus additional work in historical or philological fields as well as general background and the continuation of the study of a European language. We were shown the library and the facilities for using tape recorders, including booths for practice in simultaneous translation.

In the field of applied linguistics for Oriental languages, it is also worth reporting that the Institute of Study of the Peoples of Asia and Africa (formerly the Institute of Oriental Studies) is publishing a series of pamphlets each of which summarizes the basic facts of a major modern language of Asia or Africa. Pamphlets have already appeared on Japanese, Indonesian, Vietnamese, Tamil and Persian, and about fifteen others are in preparation.

### Social Activities

The delegates were kept busy with meetings and professional activities, but there was also a social side to the Congress with receptions offered by various Embassies, informal meetings at the Friendship House, and a huge reception at the Kremlin given by the Soviet Academy of Sciences. The Congress was closed at a formal session on the last day. At that session speeches were made by a number of distinguished persons, and the delegates voted unanimously to accept the invitation of India to hold the next Congress there in 1965.

### New Headquarters

On July 16, 1960 the Center for Applied Linguistics moved to its new quarters:

Suite 1101  
Dupont Circle Building  
1346 Connecticut Avenue, N.W.  
Washington 6, D.C.

## Derthick Says Language Study Increases

### Spanish Leads Offerings

**PUBLIC HIGH** schools are becoming more interested in the study of modern foreign languages, particularly Spanish, U. S. Commissioner of Education Lawrence G. Derthick said in a news release on 7 September.

### Trend Is Up

A survey of modern languages offerings and language enrollments made for the U. S. Office of Education by the Modern Language Association of America shows that in the academic year 1958-59, 1.3 million or 16.5 percent of all public high school students were taking at least one modern foreign language. This compares, Commissioner Derthick said, with 14.2 percent in 1954-55 and 13.7 percent in 1948-49.

Further evidence of the trend is that in 1958-59, 50.4 percent of all public high schools offered at least one modern foreign language, a substantial increase from the 43.6 percent of 1954-55.

"These figures are gratifying. Moreover, preliminary information for the academic year 1959-60, just concluded, a year after the enactment of the National Defense Education Act, indicates that even more students are becoming interested," Commissioner Derthick said.

### Highlights Revealed

In 1958 Spanish was the most popular high school language, with enrollments of 691,931, or 8.8 percent, of the student population. The other leading modern languages were French with 480,347 (6.1 percent), German with 97,644 (1.2 percent), and Italian with 22,133 (0.3 percent).

While enrollments in Russian amounted to just 4,055, or 0.05 percent of the student population, this represents a promising beginning. Regular classes in Russian were reported by 25 States and the District of Columbia in 1958, with 90 percent of the Russian students in beginning (first year) courses. A year earlier just 5 States could report Russian in a total of 9 public high schools.

### Situation in States

Modern foreign language enrollments increased in 43 States between 1954-55 and 1958-59, and declined in five, Arkansas, Louisiana, Mississippi, Nevada and Rhode Island. Two States (Alaska and Hawaii) could not be compared because they were not listed in 1954-55. New York had the highest percentage of modern foreign language enrollments (36.5 percent).

In 3 States (Delaware, Nevada, Rhode

Island) and the District of Columbia, every high school offered a modern foreign language. In 13 States at least 75 percent of the schools did.

### Rarer Languages

Nine other modern foreign languages were reported with total enrollments of 5,909. They are Chinese (21), Czech (7), Modern Greek (34), Hawaiian (96), Hebrew (4,255), Norwegian (210), Polish (499), Portuguese (559), Swedish (228).

While the survey dealt only with grades 9-12, additional information indicated a trend is developing to offer modern languages in grades 7 and 8. Twenty-one States and the District of Columbia reported enrollments in grade 7, and 24 States and the District of Columbia in grade 8.

## U.S. AND GERMAN CHILDREN LEARN TOGETHER IN BERLIN

### Instruction Will Be Given In Two Languages

**THE** German-American Community School is planning a unique experiment with instruction to be given in both German and English, when the new term begins October 10. The school, established by the joint efforts of German and American authorities in Berlin, will be located at the Muehlenau Schule, 7 Molsheimerstrasse, Berlin-Zehlendorf.

### Joint Classes

At the outset, two classes of 30 children each (15 American, 15 German) will be formed. One class will include American children who are now 6 years of age or who will reach the age of six by June 1, 1961. These children will join a group of German children, of similar age, in a preparatory class beginning October 10. On April 1, 1961 (when the German school year commences), this joint German-American class will enter the German first grade.

The second class to commence October 10 will include American children who have completed the American second grade. They will join a group of German children who are starting the second semester of the German second grade, and the class will commence the German third grade on April 1.

### Additional Classes

Two additional classes are planned to begin on April 1, 1961, at the second and fourth grade levels. American children enrolled in these classes will be those who are starting the American second and fourth grade classes this fall.

In accordance with the German school

See *Children Learn*, 3, Col. 1

## Georgetown University Plans Special Courses in Russian for the Blind

GEORGETOWN University will enroll fifteen blind men and women students in September under the sponsorship of the Division of Vocational Rehabilitation of the Department of Health, Education, and Welfare.

The group, selected on the basis of nation-wide language aptitude tests, will pursue a special intensive program for a period of two years in order to become proficient in the translation of recorded spoken Russian directly into written English.

### Dostert Directs

The Project is under the direction of Dr. Leon Dostert who compares it to the simultaneous interpretation system which he directed years ago at the Nuremberg Trials and later introduced at the United Nations. However, in this case the spoken language will be transcribed into written language rather than oral.

The students will be divided into two sections and will attend class four hours each day supplemented with two hours of intensive laboratory drills and typing practice.

Dr. John Carroll of Harvard University and his assistant, Dr. Robert Gardner, are acting as psychological consultants for the measurement of the students' aptitude and achievement. Professor Schulgin of the Russian Department, who has been at Georgetown for nine years, will have direct charge of the program.

The Project, experimental in nature, will attract the attention of schools for the blind because of its wide potentialities in terms of opening up a new area of professional activity for blind persons.

The courses will be conducted at the Georgetown Center for Machine Translation Research, 1715 Massachusetts Avenue, N.W., Washington 6, D. C.

### CHILDREN LEARN—from Page 2

system, classes will be held during the forenoon hours, six days a week—Monday through Saturday. No tuition will be charged.

Information concerning the plan may be obtained from the Cultural Affairs Officer, U.S. Mission Berlin, USIS, APO 742, Care Postmaster, New York, New York.

## LINGUISTICS FURTHERS LANGUAGE TEACHING Committee Cites Role of Linguistics in NDEA

TITLE VI of the National Defense Education Act of 1958 calls explicitly for the improvement of foreign language teaching by training teachers in "the use of new teaching methods and instructional materials." It also mentions linguistics as a field in which individuals may need training in order to achieve the objectives of the Act.

The Committee on Language Programs, a continuation of a committee established by the American Council of Learned Societies in 1942 to aid in the development of foreign language training programs in the military services during World War II, and subsequently reorganized in 1946 to assist in various civilian language teaching endeavors, wishes to go on record as expressing its satisfaction at the fact that in passing the National Defense Education Act the Congress appeared to recognize the potentially important role of modern linguistic science in the improvement of language teaching.

It further wishes to make note of the manner in which the U. S. Office of Education in the Department of Health, Education and Welfare has addressed itself to the task of implementing the provisions of Title VI. The Committee is pleased that the Language Development Section of that office has demonstrated its readiness to support experimentation in the application of structural linguistics to foreign language teaching.

### Gratifying Action

Among the actions taken by the U. S. Office of Education with which we are particularly gratified we may cite the following:

(1) the strong encouragement given to Language Institutes to incorporate the teaching of linguistics and linguistic analysis as an essential part of their programs;

(2) the requirements and specifications laid down for Language and Area Centers which give prominence to linguistic research as a tool in language study;

(3) the awarding of contracts calling for the preparation of contrastive linguistic analyses for several important languages; and

(4) the support given the Modern Language Association in its desire to assure the qualification of language teachers in those aspects of linguistic analysis which are relevant to language teaching methodology.

The Committee hopes that these and similar actions will be continued and strengthened in the further implementation of the National Defense Education Act.

### Linguistics and Teaching

Some of the more important ways in which foreign language teaching can be aided by linguistic science are these:

(1) *The scientific analysis of the language to be taught.* Above all, the teacher of a foreign language will be aided by a knowledge of what linguistic analysis shows about the language he is teaching. Linguistic analysis seeks to be able to specify, in the greatest precision and detail one may desire:

(a) the system of mutually contrasting basic sounds (phonemes) which operate in the language, together with the conditions under which these sounds appear in variant forms and the ways in which the sounds compose syllables and words;

(b) the grammar of the language, stated not in traditional terms of Western philosophy but in terms of the system of form classes, inflections, constructions, sentence-types, and grammatical rules which actually function in the language as determined by the analysis of utterances;

(c) the system of meanings embodied in the vocabulary of the language, and which are specific to that language, and

(d) the various forms, levels, and dialects of a language and the circumstances under which they are used.

(2) *The study of the contrasts between the learner's native language and the language being learned.* Scientific linguistics can isolate and draw attention to the specific items in a language which are most dissimilar to corresponding items in the learner's native language and which will hence be likely to demand more attention and effort in teaching. In order to do this, linguists have recently turned their attention to the careful analysis of the English language as well as foreign languages.

(3) *The study of the physiology of sound production in the context of the significant features of the language.* The teacher will be aided by a knowledge of certain relevant essentials of the science of articulatory phonetics, which is a part of the general area of linguistics, but even more by a knowledge of the relation between phonetics and phonemics. Scientific linguistics has shown that pronunciation drills in isolation and divorced from the functioning system of a language are useless if not actually harmful.

(4) *The study of the writing system and its relation to the spoken language.* Just as linguistic analysis can study the system of sounds employed in a language, it can also study the system of writing and

See CLP, B, Col. 1

#### ARMED FORCES—*from Page 1*

programs have not been adapted to the capacities, interests and abilities of a large number of American students. Furthermore, in laying the stress on reading ability, many "old" teachers of foreign languages have lost their oral facility in the language (if indeed they ever had it) and many "new" teachers have never acquired it to the point of feeling at ease with it. It is obvious that students can never be expected to acquire a skill which their teachers do not possess. Therefore, the better training of teachers in the aural-oral language skills is a basic need for increasing the nation's language potential.

#### Armed Forces Method

The Armed Forces by emphasizing the aural, oral, reading and writing skills in that order of importance, have found that they get the best results in each skill by keeping the cycle of training in that order. The foundation on which the development of each skill is based is the assimilation of the fundamental patterns of the language by memorization of drill sentences and the systematic repetition of these sentences in imitation of a native speaker of the language. Audio-visual materials, such as tape recorders, slides, foreign films, and closed circuits, play an important part in assisting the language teacher.

#### Core Before Specialization

After the fundamental structure of the language has been absorbed, and a reasonable accuracy and fluency in the use of everyday speech have been developed, materials in the written language are introduced. Whether the ultimate objective is to develop a translator or an interpreter, the "core" is always the same. Specialization comes only after the student has been subjected to hearing, comprehending, and speaking the language being taught. In effect, the sequence of learning is the same as that of a child in learning its own native language. A child first understands his language, then begins to speak it. Reading and writing come later, when most of the basic patterns of his language have become a habit. This method of learning, as applied to the study of foreign languages, has been called the "natural method" by some language methodologists. Ideally, the student should get as close to the native's command of the language as is possible so that the words and sentences may awaken the same ideas in him as in the native.

#### Success of Program

In the Air Force alone, 95 per cent of approximately 6000 graduates of language training programs have been assigned to duties involving the use of the language

in an aural or aural-oral situation. In many of the assignments, matters of an extremely important and sensitive nature to the security and well-being of the United States and its Allies have depended on the proficiency and expertness of the trained language specialist for interpretation. The Air Force Security Service, Military Missions, Military Advisory Groups to foreign countries, Military Attaches and their staffs, the Office of Special Investigations, and other Air Force activities in foreign countries could not function properly without the ability of the graduates of the various language schools.

The efficiency of these Air Force Agencies in performing their missions on a global basis offers living testimony to the success of not only the Air Force Language Training Programs, but also of the Army and Navy programs which have produced similar results. The core of the programs is the development of the aural-oral language skills for the functional use of the foreign language, whether it be Tagalog, Arabic, Swedish, or those languages commonly taught in American schools (French, Spanish, German, Italian).

#### College Credit

A further indication of the success of the military language programs is the fact that such universities as Yale, Syracuse, Columbia, Michigan and California grant academic credit to graduates of the armed forces language schools who seek college entrance

#### Factors in Success

The objectives of armed forces language programs are based on special needs of the military services for language specialists. The work of these specialists requires them to have: (1) the ability to understand the speech of foreign nationals in everyday situations, (2) the ability to communicate orally with foreigners in their language, (3) the ability to read and (4)

to write the foreign language. Accordingly, the objectives of the programs are to teach the student to understand, speak, read and write a foreign language in that order of priority. Educators agree that a clear-cut definition of objectives constitutes an indispensable first-step in the designing of a successful language program. The goals sought directly influence the other elements which enter into the program such as: the selection of methods, students, teachers, textbooks, audio-visual materials, etc. As a result, the Armed Forces decided to employ the method suggested by linguistic scientists known as the *Intensive Method*. It features the aural-oral approach to language study and purports to reach definite goals (which correspond to the objectives of the armed forces language programs) in a period of time acceptable to the military services. Time is an important factor in planning and scheduling the assignment of language school graduates and was given strong consideration in the final selection of a method.

#### Ability and Motivation

Once the method has been decided, the Armed Forces realized that low attrition rates in the programs would depend on selecting students with an above-average ability to learn. The following basic criteria for picking candidates for foreign language instruction were established; students should possess (1) a good record of accomplishment in high school studies in all subjects not necessarily including foreign languages, (2) no speech impediments and (3) the desire to learn a foreign language. Motivation of students is greatly aided by giving them a choice of the various courses available, recognition of their specialization in languages by increased chances for promotion and a reasonable assurance that they will use the foreign language in an operational assignment after graduation.

#### Staff Policy

In order to do justice to this selective group of students the Armed Forces deemed it necessary to comply strictly to the demands of the method chosen for a high ratio of instructors to students. Furthermore, it was decided to choose college language professors to occupy the key academic posts in the schools such as: curriculum planners, divisional chairmen, senior instructors, etc. These men would also teach grammar and analysis classes because of their broad background and experience either in linguistics or language instruction. To assist the professors and to act as drill-masters in the spoken language classes only native speakers of languages taught are selected. The

See *Armed Forces*, 7, Col. 1

#### THE LINGUISTIC REPORTER

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# Book Notices

## New American Readers

The publication in recent months of four American readers, all intended for intermediate or advanced students, answers a growing need in the United States for materials beyond the beginning stage of learning English as a foreign language.

All four volumes are by people of long experience in the field, and though each book claims to be for intermediate or intermediate and advanced students, they vary considerably both in level and emphasis. This is fortunate, in that they are all carefully prepared textbooks, and can be very useful each in its own way. They are listed below in ascending order of difficulty in the estimation of the reviewer, and some of their more salient features given.

*Ten Great Americans. Readings with Exercises*, by McGillivray, James H. and James R. Echols. New York: American Book Company, 1960. ix + 117 pp. Illustrated. [Paper].

This reader, designed for intermediate students of English, appears most suitable for children of secondary school age, though it could also be used with older students.

The selections represent the lives of ten great Americans, told within a vocabulary of approximately 1500 words, almost all of which fall within the 2000 most frequently used words in American English.

### Plan of Units

Each of the ten units into which the book is divided consists of three parts. The first of these contains a biography of the person represented in the selection. The second part contains "the portrayal of character and personality through the narration of a significant incident in the person's life," and the third part consists of a play about the subject to be acted in class.

The exercises which follow each of the sections are designed to test comprehension and to help increase the students' vocabulary. Sample exercises are: completing sentences, using words in original sentences, writing definitions of words, telling parts of the story in the students' own words and many others. Pronunciation exercises are mainly repetition after the teacher. A vocabulary list at the end has spaces for native language equivalents of each word.

*American English Reader. Stories for Reading and Vocabulary Development*, by Taylor, Grant. New York: The Saxon Press, 1960. xx + 255 pp.; Illustrated. [Paper].

This is a series of twelve stories adapted from American history and literature. The purpose of the reader, as given by the author, is to allow for vocabulary study within the framework of controlled and limited sentences and to emphasize "the conversion of 'passive' language ability (reading and listening) into its 'active' counterpart (writing and speaking)."

The reader is designed for intensive study, and has therefore a comparatively extensive amount of work planned to follow each selection.

The arrangement of the study materials follows the same pattern throughout the book. The vocabulary is said to be kept within an intermediate range, but no indication is given as to what list it is based on. Each new word, as it is introduced into the story, is listed at the bottom of the page. The number of words per page varies somewhat, and sometimes rise to as many as sixty.

### Exercises

The first exercise in each series is a list of questions for oral and written work requiring answers from the text. This is followed by a list of summary sentences adapted from the text to spoken English form for listening and repetition practice in the laboratory or the classroom. (Records of these are obtainable from the publishers.) Then follow synonym exercises, sentences with gaps to be filled in from given lists; exercises on prepositions, matching correct sentence parts and finally vocabulary exercises based on word form charts that appear with each selection. By the end of the series of exercises each new word has occurred a number of times in a number of controlled contexts, and the student has had opportunity to read it, to say it, and to use it, so that both word and pattern have had a chance to be embedded in his memory.

*Reading and Word Study for Students of English as a Second Language*, by Croft, Kenneth. High Intermediate Level. Englewood Cliffs, N. J. Prentice-Hall, Inc., 1960. xiii + 353 pp.; Illustrated. [Paper].

This is designed for a semester course of three hours per week, with forty-eight class lessons, one for each class hour of the semester. It consists of two parts. Part I, sub-titled "Reading Comprehension", has ten stories from American literature presented in 24 selections and carefully adapted within a vocabulary of about 2000 words (based on M. West's *General Service List of English Words*). This is gradually increased, through the

work contained in Part II to about 4000 words, this being the principal aim of the book. Each selection has footnotes to explain difficult words and expressions, and is followed by a set of multiple choice and true or false questions to test comprehension.

### Stress on Words

Part II is sub-titled "Word Study". It contains 24 chapters, each corresponding with and based on one of the selections in Part I, and intended to taken with it, though the separation into two parts allows for elasticity. Some attention is given to separating the major word classes, the grammar being based on the work of C. C. Fries, Paul Roberts and Nelson Francis; but the stress is on word study, much space being given to the derivation of words, suffixes, prefixes and inflectional endings.

The great variety of exercises that accompany the chapters include recognition of word classes—nouns, verbs, adjectives, etc.; using the same word as different parts of speech in sentences; recognition of differences between derivational and inflectional suffixes; giving related forms of nouns, adjectives, verbs, etc.; identifying the markers of verbs; and many others.

*The United States of America. Readings in English as a Second Language*. Bigelow, Gordon E., and David P. Harris. New York: Holt, Rinehart and Winston, Inc., 1960. 250 pp.; [Paper].

Designed to have appeal and challenge "for persons of mature college age," this reader is suitable for more advanced students than any of the preceding three.

Taking as guides the Thorndike *Teacher's Word Book of 30,000 Words* and West's *General Service List of English Words*, it assumes a recognition vocabulary of some four or five thousand words, and an ability to recognize and understand the more obvious derivatives of these.

### Sources of Selections

The selections, including poetry, are almost entirely from well-known American authors, depicting American history and American life. The last section gives selections from American literature, providing the student experience with a variety of prose forms and styles. Except in a very few instances the selections are presented in their original form. This necessitates a considerable amount of explanatory footnotes, especially for unusual expressions.

The exercises present an interesting variety, grouped usually under three

See Book Notices, 7, Col. 2

# LINGUISTS POLICE PLACE NAME SPELLING

Board on Geographic Names Has Operated Since 1890

by Raleigh Morgan, Jr.

ALTHOUGH dating back to 1890, the Board on Geographic Names, as now constituted, was established by an act of the Eightieth Congress which charged the Secretary of the Interior and the Board with maintaining uniformity in geographic nomenclature and orthography throughout the Government. The Board is composed of representatives of eleven government agencies with an interest in place names, viz., the Departments of State, Army, Navy, Post Office, Interior, Agriculture, Commerce, Air Force; the Government Printing Office, the Library of Congress and the Central Intelligence Agency.

## Linguists and Geographers

The Board formulates policies with reference to domestic and foreign toponyms and standardizes forms and their orthography. Policy decisions of the Board and tasks assigned to it are executed by the Office of Geography, directed by Dr. Meredith Burrill. The staff includes both linguists and geographers. As one spokesman indicated, the geographer decides "where" a place is located and the linguist determines "how" the place name is to be spelled. In other words, the four scientific linguists at the Office of Geography are charged with establishing a viable transcription or transliteration system for foreign place names. The term "transcription" is used to refer to a writing system established on the basis of the sound system of the language while the term "transliteration" refers to a system based on a one-to-one correspondence between the graphemes of English and the foreign language. The decision to do a transcription or a transliteration must be decided in terms of each language *per se* although, as a general principle, the Office of Geography prefers to make the Romanized form a key to the writing system of the particular language in question wherever the orthography more or less adequately represents phonological distinctions. The chief BGN objective in the establishment of such systems is a set of unambiguous symbols, phonemic or graphemic, i.e., a one-to-one correspondence.

## Transliteration

In several cases, the Board on Geographic Names uses transliteration systems already established by others, e.g., the Wade-Giles system for Chinese, the Modified Hepburn for Japanese, the McCune-Reischauer system for Korean, and the system of the British Permanent Committee on Geographic Names (PCGN) for Greek. One shortcoming of these systems,

according to a BGN spokesman, is the occasional tendency to combine the features of both transcription and transliteration, resulting in a confusion which fails to identify satisfactorily either the pronunciation or the spelling in the original language.

## Morphophonemics

The BGN feels that control against such mixing has been preserved in the systems for transliteration or transcription, developed by them. "Morphophonemic" symbols are, however, sometimes used if practical. In this case such a symbol would represent now one sound now another, e.g., the use of *ye* for Cyrillic *e* in initial position, after a vowel, after the hard sign (where it is phonemically /*ye*/) and after the "soft" sign (where it is phonemically /*ʲe*/, i.e., palatalized consonant plus vowel). This was one of the principles followed in the BGN transliteration system for Russian developed for the Board by George L. Trager, at one time a member of the staff.

Sometimes, practical considerations may lead one to omit certain distinctions. In a place name like *Udmurtskij* there arose the problem of the cluster *ts* which in transliteration might be either for the phoneme /*tʃ*/ or the contrasting sequence /*ts*/ . It was decided to 'level out' this particular contrast for practical reasons in the transliteration system.

## Transcription

The BGN decided to use a transcription system for the Halha dialect of Mongolian, spoken in the Mongolian Peoples Republic, due to the chaotic system prevailing with Mongolian place names, spelled on the basis of forms received from many sources. Distinctions recognized in the transcription, developed jointly by Messrs George L. Trager and John G. Mutziger, are also made by the Cyrillic orthography subsequently adopted in Mongolia except that in some cases where the Office of Geography uses a "cover" symbol (i.e. phoneme symbol) for the various allophones, the Mongolian Cyrillic system remains on the phonetic level with different graphs for the allophones. Another point of difference is the short vowels, which are sometimes ignored in Mongolian Cyrillic usage but symbolized in the Trager-Mutziger system.

The Center is continuing to collect information on local linguistic societies, clubs, and similar organizations in the United States and Canada. Please send data and information on such local organizations to Miss Walker of the Center.

## Dialect or Standard

In the establishment of transliteration systems, a problem is the question of recognizing dialectal diversity in the system or operating in terms of a "standard" language. A "standard" is the accepted policy for Chinese toponyms, which are given in their Mandarin form. A similar decision was made for place names in the Arab world. To insure uniformity in the transliteration of Arabic so that a given place name is always written the same way demands a prodigious amount of work including etymological research.

Another problem in the transliteration system for Arabic is the representation of the phenomenon assimilation which in the writing system is "morphophonemic". In Arabic, the definite article is transliterated to show assimilation to the initial letter of the following word in the "standardized" form and yet is reversible with a minimum of instruction to the transliterator.

## Unwritten Languages

When place names taken from unwritten languages are involved, it is the practice in the BGN to accept the spelling used in official sources of the area, e.g., military mapping, census reports and the like. This gets complicated when a place name occurs astride political boundaries. The solution is of course to accept the official spelling on both sides of the boundary.

## Roman Alphabet

In the case of languages using the Roman alphabet, the Board acts as a "policeman" to insure that spelling of geographic names remains as in the original. However, to avoid ambiguity or to attain uniformity, certain practices are current which may not coincide with typographical habits of the country involved. An example of this is the French practice of not using the accent on capital letter fonts. BGN prefers to use the accent. In the case of Italian accents which are occasionally used to show the location of stress, e.g., *Venezia*, etc., the BGN omits the accent mark. Sometimes practice may differ in two countries with the same language, e.g., the Canadian practice of writing *île* 'island' beside the French custom of writing *ile*.

Other special considerations affect Board policy also. In the case of an obsolete English form of a place name, the BGN specifies the native name for U.S. Government use, e.g., it standardizes *Livorno* and drops the English form *Leghorn*. In other cases, of course, the English name is well established, and either it or the native name may be used, e.g., *Rome (Roma)*, *Moscow (Moskva)* and others.

latter are required to have a period of residency in their native country of from ten to twenty years. All faculty members undergo an intensive period of orientation and training during which time they must acquaint themselves with the policies, objectives, methods, testing procedures and training aids used by the schools.

**Instructional Materials and Aids**

When a departmental chairman and his colleagues decide that commercial language textbooks are not suited to the course of instruction, an experimental text is devised by the members of the department. Once it has proven itself in actual use, the textbook is published at the school. In the majority of courses in military language programs one will find that the textual materials have been devised by faculty members.

To further assist the teacher, language practice laboratories are equipped with the latest electronic and other audio-visual aids. The language practice laboratory contains a complete library of tapes on which the lessons of the day, recorded by native speakers, are available for supervised periods of instruction and for the use of the student during his evening study hours.

The majority of classrooms are constructed to hold a drill-master and his eight students. Larger classrooms and auditoriums are available for grammar analysis sessions, the viewing of films and meetings of the entire student body.

Finally, the armed forces language schools maintain a constant liaison with civilian professional educators and language teachers and periodically invite these people to inspect, evaluate and offer suggestions for the improvement of instruction. On the other hand, key personnel at the military language schools are sent, from time to time, to visit civilian colleges, language conferences and educational meetings in order to keep abreast of the latest developments in the language teaching field.

In summation, the factors contributing to the success appear to be: (1) a clear-cut definition of objectives, (2) the selection of a method of instruction which promises to achieve the goals sought, (3) a student body of intelligent and highly motivated men, (4) a carefully chosen faculty, trained to meet and understand the special requirements of the schools, (5) textbooks specially designed to implement these requirements, (6) well-equipped language laboratories and other audio-visual materials, (7) adequate classroom facilities, and, (8) awareness of the necessity for keeping abreast of the developments in the profession.

# SCHEDULE OF MEETINGS

(October 1960 - January 1961)

November 11-12 Bloomington	Conference on Lexicography (Indiana University)
November 17-20 Minneapolis	American Anthropological Association (Annual)
November 24-26 Chicago	National Council of Teachers of English (Golden Anniversary Convention)
November 30-December 3 San Francisco	Fourth Annual Conference on Exchange of Persons
December 2-3 Bloomington	Conference of National Science Foundation on Russian and East European Linguistic Literature
December 27 Philadelphia	American Dialect Society American Studies Association National Council of Teachers of English (College Section)
December 27-28 Philadelphia	College English Association American Name Society
December 27-29 Philadelphia	American Folklore Society Modern Language Association of America
December 27-30 Philadelphia	American Association of Teachers of French, German, Italian and Slavic and East European Languages
December 28 Philadelphia	Catholic Renaissance Society Modern Humanities Research Association
December 28-30 San Diego	American Association of Teachers of Spanish and Portuguese
December 28-30 Hartford	American Philological Association
December 29-30 Hartford	Linguistic Society of America
December 30 Philadelphia	National Federation of Modern Language Teachers Associations
1961	
January 1-13 Kampala, Uganda	Commonwealth Conference on Teaching English As a Second Language
January 16 Bloomington	Indiana University Conference on Applied Linguistics

**BOOK NOTICES—*from Page 5***

headings—vocabulary or pronunciation exercises, reading comprehension exercises, and suggestions for writing. The first category contains such exercises as giving derivational forms, inserting missing prepositions and adverbs, giving synonyms or opposites, work on suffixes, etc. The comprehension and writing exercises require judgment and creative ability on the part of the student, as well as comprehension. The following two examples may illustrate this:

- a. Comprehension: "How would you describe the attitude or tone of the Second Inaugural Address? That is, what mood or feeling seems to lie behind the words and help give them meaning?" (p. 41)
- b. Suggestions for writing: "Write a paper in which you discuss the possibility of the self-made man's rising to

prominence in your own society. What attitude would your own countrymen have toward such a man?" (p. 41)

A pamphlet showing listings for the academic year and for summer semesters at the universities and colleges on "English Language and Orientation Programs In The United States" was published in June 1960 by IIE. Copies may be obtained at 15¢ each from Institute of International Education, 1 East 67th Street, New York 21, New York.

**Did You Know That . . .**  
Articles on Literacy are in UNESCO's *Fundamental and Adult Education XI (1959) and XII (1960)*.

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CLP—*from Page 3*

its relation to the sounds which it is supposed to represent. It can provide accurate information on the features of a writing system and hence supply orderly guides for the learner.

(5) *Considerations of the nature of language.* The specific contributions of linguistic science in this area can be stated in terms of a very few generalizations of far-reaching importance. Perhaps the most influential of these is the following: language as a form of human communication characteristically exists as a system of spoken communication and only *derivatively* as a system of written communication; for general purposes of language learning, therefore, the spoken language—auditory comprehension and oral production—should be given first consideration.

#### Successful Teaching and Linguistics

It has been that many teachers of languages are able to achieve good results without the explicit aid of the various kinds of linguistic knowledge outlined here. This may be true, but a careful consideration of the bases of successful teaching will reveal that it can often be traced to a kind of intuitive grasp of the very facts and attitudes taught by linguistic science, combined with teaching materials indeed influenced by linguistic science.

In any case, we are persuaded that language teaching can be significantly aided by explicit use of linguistic knowledge. We trust that the implementation of the NDEA will continue to recognize the role of linguistic science in all activities pertaining to the furtherance of better language teaching.

Members of the CLP are J. B. Carroll, E. P. Hamp, A. A. Hill, M. Joos, F. G. Lounsbury, A. H. Marckwardt and W. G. Moulton.

## MLA PLANS TEST BATTERY

### Test is for Elementary and Secondary Schools

The MLA has contracted with the U.S. Office of Education to produce tests in four skills (listening comprehension, speaking, reading, writing) and in five languages (French, German, Italian, Russian, Spanish). In each of these twenty areas there will be two alternate forms of an elementary test (grades 6-9) and an advanced test (grades 10-12), a total of eighty tests. Directors of the project will be Donald Walsh of the MLA FL Program Research Center and Nelson Brooks, who will be on leave of absence from Yale for the first year of the three-year project.

#### ETS Cooperates

Working with the MLA in the production, pretesting, and norming of the tests will be the Educational Testing Service of Princeton, through whose Co-operative Test Division they will eventually be available.

#### Committees

Chairman of the twenty committees: Jeanette Atkins Staples H.S., Westport, Conn., Reading-Spanish; J. F. Beebe, Indiana, Speaking-Russian; Mildred V. Boyer, Texas, Listening-Spanish; Germaine Bree, Wisconsin, Speaking-French; E. J. Brown, Brown Univ., Writing-Russian; D. Brown, Michigan, Listening-Russian; E. Geary, Harvard, Listening-French; H. Golden, Boston Univ., Listening-Italian; H. Kufner, Cornell, Listening-German; J. Leblon, C.C.N.Y., Writing-French; A. T. MacAllister, Princeton, Reading-Italian; W. G. Moulton, Princeton, Reading-German; Elizabeth Nicholas, Yale, Writing-Spanish; R. Politzer, Michigan, Speaking-German; J. Reichard, Oberlin, Writing-German; S. Sapon, Ohio State, Speaking-Spanish; R. Serafino, Con-

necticut State Dept. of Education, Writing-Italian; F. M. Soda, Princeton (N.J.) High School, Speaking-Italian; J. Stookins, Loomis School, Reading-French; Mrs. Claire Walker, Friends School, Baltimore, Reading-Russian.

The Center is compiling a list of Master's and Ph.D. theses in the field of applied linguistics. Please send titles to Miss Siropi Ohannessian at the Center.

## Publications Available at the Center

Hindi Basic Reader.....	\$1.50
Hindi Basic Course (Units 1-18) ..	3.50
Spoken French (Units 1-6).....	1.60
Spoken Persian (Units 1-5).....	1.50
Lessons in Contemporary Arabic (Lessons 1-8) .....	4.50
Problems of Americans in Mastering the Pronunciation of Egyptian Arabic, by Nancy Kennedy.....	1.00
Other materials soon to be available:	
Spoken Mandarin Chinese (Units 1-8) Introducción a una comparación fonológica del español y del inglés by Daniel Cárdenas	
The Structure of the Arabic Language (translation) by N. V. Yushmanov	

## APPEARING IN COMING ISSUES OF THE LINGUISTIC REPORTER

- History and Status of the Roster of American Linguists
- NDEA Centers
- MLA Proficiency Test for Foreign Language Teachers
- ... and other special features

# THE LINGUISTIC REPORTER



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## Center Plans Revision of Linguist Roster

Plans Emphasize Need for Up-to-Date and Useful Information

By Harvey Sobelman

**A**FTER some delay, the Center for Applied Linguistics has begun the compilation of a new roster of American linguists—that is, a list of linguists and other specialists in certain related fields such as the teaching of English as a foreign language, along with some pertinent information about each—and the first questionnaires will soon be in the mail. The delay may be blamed largely on the lack of adequate precedent and experience; for, although one might assume that rosters had already been compiled for virtually all technical fields and that the addition of a linguistic roster would simply involve the application of thoroughly proved techniques to one more area, the fact is that rosters of technical personnel are a fairly recent development in this country, and the methods for assembling them must be considered still in the experimental stage.

### First Large Scale Rosters

As might be expected, the first large-scale rosters of "highly trained" personnel were devoted to natural scientists and engineers and were created as a result of war-time pressure, their original purpose being "to provide a central source of names of specialized persons in science and related fields for use in staffing defense activities, and to provide an inventory of the nation's reservoir of scientific and specialized skills." The National Roster of Scientific and Specialized Personnel, begun in June, 1940, listed at its peak 400,000 natural scientists, engineers, and some specialists in administration and management. Discontinued in 1947, this roster was replaced by two separate rosters sponsored by the Department of Defense, one of natural scientists, which contained 50,000 names, and the other a roster of 55,000 engineers; a later survey brought the total number of scientists listed to 150,000, and scientific rosters are now administered by the National Science Foundation.

See Roster, 2, Col. 1

## ICA CONDUCTS FIRST ENGLISH LANGUAGE WORKSHOP IN WEST AFRICA

First Workshop South Of Sahara Is Organized

By H. Jeffrey Binda, English Language Services

**U**NDER the joint auspices of the International Cooperation Administration (ICA) and the government of Guinea, English Language Services this summer conducted in Guinea a six weeks workshop in intensive English language instruction and methodology. It was held from 17 July to 2 September in Conakry, Guinea's capital and largest city (population 80,000). The first of its kind in Africa south of the Sahara, it was a teacher-trainer workshop for future Guinean teachers of English. It was designed for elementary and secondary school teachers, since there is as yet no university in Guinea.

### English Gains In Guinea

A former French colony, this young nation on the coast of West Africa, the majority of whose population is Moslem, became independent on 2 October 1958. Two months later, Guinea became the 82nd member of the United Nations. Before this time, opportunities for education beyond the secondary school level were, for all practical purposes, limited to France or elsewhere in

Africa. Today, university schooling is now obtainable in Europe, both eastern and western, as well as in America. Forty Guinea students have arrived in Washington this past week to begin their college careers. Although French has remained the official language in Guinea, English has recently become the second official language.

In a pre-departure July briefing in Washington, the ELS team was reminded by the Guinean Ambassador to the United States that: "In your contacts in Guinea, you will be reaching one of the most important segments of our population. Because of this contact, you will be laying the basis of future Guinea-U.S. co-operation." The ELS workshop was, in effect, what has since become the first phase of a technical assistance program for Guinea. This ICA program

presently includes, among its activities, a continuing ELS English language program for Guinean school teachers during the coming year, as well as a second

See Guinea, 4, Col. 1



Pre-Departure Briefing

From left to right: Nancy McNulty, Donald Roberts, Richard Corveleyn, David C. Wigglesworth, His Excellency, the Guinean Ambassador to the United States, Diallo Tall, Margaret Churchill Binda, H. Jeffrey Binda.

## THE LINGUISTIC REPORTER

The Center for Applied Linguistics was established as a unit of the Modern Language Association of America in 1959 to act as a clearing house and informal coordination body in the application of linguistic science to language problems. It is a non-profit, professional organization.

The Center publishes the *Linguistic Reporter* as a bi-monthly newsletter to exchange information in the field. Address all communications regarding the *Reporter* to (Miss) Nora M. Walker, Center for Applied Linguistics, 1346 Connecticut Avenue, N.W., Washington 6, D.C. Please report all changes of address to Miss Walker.

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sity Professor in Canada, the U.K. and the U.S.A. He also served for some time as First Secretary and Chargé d'Affaires at the Canadian Embassy in Argentina. His service during World War II as a Colonel in the Canadian Army earned him the Order of the British Empire.

Shortly after joining the Secretariat, Dr. Walter organized an international seminar on the teaching of modern languages, held in Ceylon in 1953, and subsequently edited the UNESCO publication *The Teaching of Modern Languages*, based on the work of the seminar. From 1954 to 1958 he was seconded to UNRWA as Deputy Chief of the Education and

ROSTER—from page 1

### Humanities and Social Sciences

It was not until 1950 that the Defense Department determined the need for a register of personnel in the humanities and social sciences. To account for the specialists in "human affairs," whose skills might become essential in a national emergency, the Office of Naval Research in that year contracted with the American Council of Learned Societies to create a roster of such specialists. Under the direction of J. F. Wellemeyer, Jr., the ACLS survey collected 25,000 questionnaires in seventeen fields, of which the field entitled "Linguistics and Literatures" accounted for about 5,000. Unfortunately, the government did not provide funds for maintaining the roster, and, though it is still available for consultation, the general roster soon became outdated and has been put to little use. However, the task of maintaining only the roster of linguists for the ACLS was assumed for several years by Professor Norman A. McQuown of the University of Chicago, who undertook a new survey using a questionnaire much simpler than that of the ACLS and relying to a large extent on information from department heads instead of individual linguists. In all, McQuown compiled about 1,000 names. (Another aspect of the ACLS survey has now been taken up by the Modern Language Association, in its current survey of foreign language teaching personnel.)

### Third Survey

Responsibility for the roster of linguists has finally devolved upon the Center for Applied Linguistics, which was estab-

lished in 1959 as a clearing house for information in the field. But now even McQuown's data, the bulk of which was collected before 1957, are somewhat out of date, and hence the decision to initiate a third survey, this time with some assurance that support will be available to revise the new roster continually as new information comes to hand. This third survey will revert to the original long type of questionnaire, which provides more useful information on such subjects as foreign language competence, linguistic specializations, and foreign area experience, and also again will rely solely on replies from individual linguists. On the other hand, the emphasis of the survey has now shifted from defense preparedness to the goal of being a placement tool to aid department chairmen, government agencies, and others in finding qualified personnel to fill needs in the field of linguistics, and to serve as a basis of planning for future developments on a national scale.

## IN MEMORIAM

**D**R. FELIX WALTER, specialist in charge of the program of the teaching of modern languages in the UNESCO Department of Education, died suddenly on 21 July 1960 at the age of 58 years following a short illness.

Dr. Walter studied at McGill University in Montreal, the Sorbonne in Paris, the University of Coimbra in Portugal, and the Centro de Estudios Históricos in Madrid and joined UNESCO in 1951 after a distinguished career as a Univer-



Dr. Felix H. Walter

Training Division in Beirut. He also served for a short period in 1957 as Educational Adviser to the Representative in Austria of the United Nations High Commissioner for Refugees.

Dr. Walter represented UNESCO at numerous international meetings and conferences and established close personal and official relations with leaders in the field of language teaching in many parts of the world. Because of his wide knowledge and friendly personality, his help was much sought in the planning and execution of international research projects.

In January 1960 Dr. Walter acted as chairman of the London conference which laid the plans for the survey of second language learning now being conducted by the Center for Applied Linguistics with the collaboration of colleagues from other nations.

His passing will be felt as a severe loss to the cause of international cooperation in the improvement of the teaching of modern languages to which he contributed so effectively as an official of UNESCO.

## LIBRARY IS EXPANDING UNIT OF CENTER

### Collection plays role in Clearing House Function

By Sirarpir Ohannessian

**T**HE Center for Applied Linguistics maintains a display and reference library which is one of the most important units of the Center in its role of collecting and disseminating information on linguistics and the application of linguistics to practical problems of language and its study. The fast-growing collection of books, periodicals and pamphlets is available as a source of reference not only to the Center staff, as they meet requests from many parts of the United States and abroad, but also to the general public, and it is being used more and more frequently by organizations and individuals in Washington and by people who come to the capital before going to various posts abroad.

#### Library Expands

The library at present contains about 1500 volumes and receives some thirty periodicals regularly. These materials usually are acquired by purchase, but a considerable number of books and pamphlets have been acquired through the generosity of authors and publishers who from time to time send sample copies for display and review purposes.

The original plans for the Center called for a small working library of applied linguistics with special emphasis on the teaching of English as a foreign language. The actual development of the library has been chiefly along the lines of interest the Center has had through the various special projects that it has undertaken, though in addition to these, books of more general interest on language, linguistics and allied fields have also been acquired.

#### English as Second Language

The largest section of books the library possesses at present is that of materials connected with the teaching of English as a foreign language. This has been developed in connection with a comprehensive bibliography that the Center is preparing on the subject. We now have over 500 textbooks, both American and published elsewhere. In addition to these we have also acquired a considerable number of books on the methodology of language teaching in general and the teaching of English, especially as a for-

See Library, 5, Col. 1

## MLA CO-SPONSORS TRAINING FILM SERIES

### Series Is Designed For Teacher Training

by Raleigh Morgan, Jr.

An urgently needed program of motion pictures on modern language teaching is being launched by the Modern Language Association in cooperation with Teaching Film Custodians (TFC), a non-profit educational service corporation distributing classroom motion pictures to schools, colleges and universities.

#### Purpose

The films are designed to instruct teachers in applying the findings of linguistic science to the teaching of a second language. With the technical aid of the Center for Applied Linguistics, a unit of the Modern Language Association of America, and a number of linguists and language teachers, the following series of five film topics are now in production: (1) The Nature of Language and How it is Learned, (2) The Sounds of Language, (3) The Organization of Language, (4) Words and Their Meanings, (5) Modern Techniques in Language Teaching.

#### Emphasis and Application

The multilingual aspect of the series is emphasized and the idea of maintaining a balance between examples from West European languages and those from the more "exotic" languages has been followed. The series will be useful in the NDEA Institutes, seminars for teachers of English as a second language, as well as for curriculum courses in teachers colleges and universities.

#### Background

The writer-producer of the series is Theodore B. Karp, President of Language Films, Inc., located in New York City. Mr. Karp's idea for this current series dates back to 1957 when, under the auspices of the Department of Education, Commonwealth of Puerto Rico, he wrote a script entitled "A Teacher Education Film Program in Linguistics Designed for Teaching English as a Second Language." Extensive research was involved and chief consultants for the series included Charles C. Fries and Pauline Rojas.

#### Production Plans

Reid H. Ray Film Industries, Inc., St. Paul, Minnesota, has been contracted by MLA to do the production under the guidance of Karp, Teaching Film Custodians and a Technical Consultant named by the MLA. Plans are to use a combination of actual pictorial scenes with lip synchronization and animation to accompany a commentary which will present

in reasonably non-technical language basic facts underlying linguistic theory and its application to teaching a second language.

#### Step-by-Step Review

During production there will be a step-by-step review of the films by a Film Review Committee, national in scope and representing the fields of linguistics, language teaching and film production. The experts who have agreed to serve on this committee are Dr. Emma Birkmaier, University of Minnesota, Dr. Simon Belasco, Pennsylvania State University, Dr. Nelson Brooks, Yale University, Dr. John B. Carroll, Harvard Graduate School of Education, Dr. Roy Fallis, U.S. Government linguist, Dr. Charles A. Ferguson, Center for Applied Linguistics, Dr. Charles C. Fries, University of Michigan, Dr. J. R. Frith, Foreign Service Institute, Dr. Albert H. Marckwardt, University of Michigan, Mr. Stanley McIntosh, Teaching Film Custodians, Mr. Ainslie Minor, U.S. Information Agency, Dr. Lawrence Poston, U.S. Office of Education, Dr. Henry Lee Smith, Jr., University of Buffalo, Dr. Donald Walsh, The Modern Language Association of America, and Dr. Gerald Winfield, International Cooperation Administration.

#### Committee Evaluates

The Film Review Committee met in Washington, D.C. November 1 to evaluate and discuss the first three scripts prior to the scheduled motion picture shooting date of November 14. The Committee discussed the films in terms of the linguistic soundness of facts, the cinematic effectiveness of proposed techniques, and offered corrections and suggestions for improvement. The general consensus was that the writer-producer had done a successful job and most comment was in the form of constructive criticism in order to delineate more sharply certain intended aims of the writer-producer. It was generally agreed that the films, each approximately a half hour in length would not overlap, but supplement and reinforce existing film programs such as the NET produced Kinescope series by Henry Lee Smith or films produced by the USIA.

The MLA has scheduled for Thursday, December 29, a "premier" showing of one of the first three films at a session during its Annual Meeting in Philadelphia.

ELS workshop in English as a foreign language to be conducted in Conakry in the summer of 1961.

#### Members of ELS Team

The ELS team left Washington for Conakry on 15 July. It was a seven-member team, consisting of Margaret Churchill Binda, linguist on leave of absence from the Foreign Service Institute, Department of State, Richard Corveleyn, audio-linguist and electronics engineer, who installed and maintained an 80-position language laboratory airlifted to Guinea by ELS for the workshop; Nancy McNulty, former USIA binational center teacher-trainer in Latin America; Donald Roberts, assistant audio-linguist; William B. White, formerly in charge of the U.S. Air Force Language School, Lackland Air Force Base, Texas; David C. Wigglesworth, recent Director of Courses for the USIA binational center in Rangoon, Burma; and this writer as Director of the Guinea workshop. In addition, two British teachers joined the team in Conakry at the request of the Guinean National Ministry of Education: Allen Jones and Colin Judd. Both men had previously served the British Council in Soudan and were excellent colleagues.

#### 185 Guinean Teachers Registered

Arriving in Conakry on 17 July, the ELS team found that the Guinean National Ministry of Education had already made available the facilities of a lycée in downtown Conakry for the conduct of the seminar. The language laboratory was installed in the large dining room of the lycée and was soon an object of great interest to all Guineans. From the day of its arrival, the ELS team received outstanding cooperation from members of the American Embassy, including Dr. Marie Gadsden, English language Director in Guinea for the U. S. Information Agency, who herself had conducted a seminar in Conakry the previous year; and the Guinean National Ministry of Education, in particular from Mr. Will MacLorin, Head of the Guinean secondary school system. Aided by its two new British members, the team soon interviewed, examined and registered a total of one hundred and eighty five Guinean teachers. These elementary and secondary school teachers had come to Conakry to attend the U.S. workshop from towns and villages throughout Guinea. It was immediately apparent that proficiency in spoken English was almost non-existent, despite previous exposure on the part of some teachers to the language.

#### Intensive Program Begins

After consultation with the Ministry of Education, the ELS team established an intensive program of five hours of daily instruction; three hours in the classroom, two in the language laboratory under teacher supervision. Students were divided into small groups of approximately eight to ten students each. Hours were from nine in the morning until noon; again from four in the afternoon until six. All instructional materials used during the workshop, including elementary texts, audio-visual equipment and pre-recorded tapes, were prepared by English Language Services.

The concept of "intensive" language instruction was almost completely unknown to the Guinean teacher-students. Those who had studied previously under European instruction were aware that they had not yet learned to *spea*k English. At first, they were intrigued in the classroom by choral repetition, short dialogs with one or two grammar points and various drill techniques. In the language laboratory their curiosity was aroused, not only by the electronic equipment but by the drill materials appearing on tape. As they progressed during the workshop, however, they themselves realized that they were actually beginning to speak English. As part of their intensive training in language and methodology, they soon

learned that "intensive" does not only mean five or six hours of daily instruction; but that it also means a concentration through oral drills on a limited amount of language material until that material has been fully assimilated. It was not very long before they were convinced, by their new experiences in the classroom, of the effectiveness of intensive oral language training.

#### Indigenous Languages

During the course of the workshop, one member of the ELS team identified some of the various African languages spoken by the Guinean teacher-students. There were speakers of at least eight distinct languages. The three major languages are: *Foula*, *Malinke* and *Soussou*, all members of the Niger-Congo family. *Foula* has been classified in the West Atlantic group and has over five million speakers in Guinea, Senegal and Nigeria, with approximately one million in Guinea alone. *Malinke* and *Soussou* are in the Mende (or, Mandingo) group. *Malinke* has about three million speakers in Guinea and Mali (formerly, Soudan), of whom six hundred thousand are in Guinea. *Soussou* has approximately three hundred thousand speakers in Guinea. Some of the other languages spoken by the teacher-students are: *Loma*, also called *Toma*; *Kpelle*, called *Guerze* by

See Guinea, 5, Col. 2



Conakry, Guinea, July, 1960 — Guinean teacher-students working in the language laboratory. Donald Roberts, assistant audio-linguist, supervises their work.

eign language, in particular. The section on descriptive studies of the English language has also had particular attention given to it through this project. Other sections that have an appreciable number of books are linguistics in general, dictionaries, bibliographies, and special aspects of certain languages including Arabic, German, and Russian.

#### Modified Dewey System

The classification that has been adopted is a modified form of the Dewey decimal classification system. This was adopted after experimentation and consultation with various experts, and was finally decided upon in agreement with the British Council in order that the Linguistics Library of the Council in London and the Center library might follow a similar system of classification.

The pamphlet files contain sections on language, linguistics, language teaching, materials on specific languages and countries, organizations, government agencies and various miscellaneous materials. The material in these files includes mimeographed reports, reprints of articles, and various kinds of pamphlets, brochures, and catalogues. It is hoped that this section of the library will be developed to contain up-to-date information on areas and languages, and serve both the Center and others as a source of current information not readily available in books.

#### Journals

The periodical section of the library has sets of scholarly journals like *Language*, *Word*, *Journal of Asian Studies* as well as periodicals of a more practical nature like *Language Learning* and *English Language Teaching*. There is a file of the *Modern Language Journal* going back to the 1950's.

The plans for the future of the library envisage making it as representative a collection as possible in the field of applied linguistics. We hope that some sections, such as that of textbooks in English as a foreign language, will be as comprehensive as possible, but other sections may also be strongly developed to cover various aspects in linguistics, language study, and languages and areas of the world.

# SCHEDULE OF MEETINGS

(December 1960 - April 1961)

November 30-December 3 San Francisco	Fourth Annual Conference on Exchange of Persons
December 2-3 Bloomington	Conference of National Science Foundation on Russian and East European Linguistic Literature
December 27 Philadelphia	American Dialect Society American Studies Association National Council of Teachers of English (College Section)
December 27-28 Philadelphia	College English Association American Name Society
December 27-29 Philadelphia	American Folklore Society Modern Language Association of America
December 27-30 Philadelphia	American Associations of Teachers of French, German, Italian and Slavic and East European Languages
December 28 Philadelphia	Catholic Renaissance Society Modern Humanities Research Association
December 28-30 San Diego	American Association of Teachers of Spanish and Portuguese
December 28-30 Hartford	American Philological Association
December 29-30 Hartford	Linguistic Society of America
December 30 Philadelphia	National Federation of Modern Language Teachers Associations
1961	
January 1-13 Kampala, Uganda	Commonwealth Conference on Teaching English as a Second Language
January 16 Bloomington	Indiana University Conference on Applied Linguistics American Oriental Society
March 27-29 Chicago	Association for Asian Studies
April 9-10 Columbus, Ohio	National Association of Foreign Student Advisers
April 6-8 Washington, D.C.	Conference on College Composition and Communication
April 14-15 New York	Northeast Conference
April 22-23 Washington, D.C.	Georgetown University Round Table
April 24-28 Miami	DAVI of NEA Convention on Audio-Visual Aids
April 27-29 Lexington, Kentucky	Kentucky Foreign Language Conference

#### GUINEA—from page 4

the French; Kissi; Bassa; and Wolof (or, Oulof). French serves as the *lingua franca* throughout Guinea.

The ICA-ELS workshop terminated in early September. Certificates were awarded to the future English teachers by the Guinean National Ministry of Education. At the graduation ceremonies, the Acting Head of the secondary school system, Mr. Djibril Niane, emphasized to

the Guinean teachers the importance of their positions as teachers, reminding them that English language instruction now begins officially in Guinea in the third grade. A new ELS team of three teachers arrived in Conakry in October and will conduct a follow-up program during the coming year, prior to a second ICA-ELS workshop to be held in Conakry next summer.

## BOOK NOTICES

### Recent Books on Language Labs

*Language Learning Today.* Edited by Felix J. Oinas. Report of the Language Laboratory Conference held at Indiana University, January 22-23, 1960, Bloomington: Indiana University Research Center in Anthropology, Folklore and Linguistics, 1960. xii + 221 pp. \$4.00

This is a report of the conference held at Bloomington to discuss theoretical problems in audio-visual teaching of foreign language as centered in the language laboratory. The conference had an attendance of 500, and the contributors, who included experts in the field of linguistics, psychology and language teaching, included Applegate, Bern, Borglum, Chesebrough, Delattre, Gaarder, Glaser, Haac, Hocking, Hoge, Hutchinson, Leamon, Lock, Marty, Morton, Patricia O'Connor, Orr, Parker, Reese, Rosselot, Saltzman, Skinner and George E. Smith.

The papers presented in this volume are grouped under five headings; I. "Situations and Prospects," which contains discussions of the national situation in the field of language laboratories and future prospects in their use; II. "The Language Laboratory," discusses equipment, techniques, methods, and testing students' progress; III. "The High School Laboratory," discusses the planning, use and evaluation of Title III (of the NDEA) laboratories with reference to schools in Indiana, and the impact of Title III on foreign language learning there; IV. "The Teaching Machine" discusses at length the language laboratory and teaching machines, with a section of special problems in programming language instruction for teaching machines; V. "Audio-Visual Aids" has a section on the use of visual materials in the teaching of French and a section entitled "What is the audio-visual score now?" Some sections have comments from participants.

*The Language Laboratory and Modern Language Teaching* by Edward M. Stack. New York: Oxford University Press, 1960. viii + 149 pp. \$3.95

This practical guide for modern lan-

guage teachers provides specific descriptions of techniques and procedures for the classroom, the language laboratory and related activities. The aural-oral approach is combined with "the best features of the traditional approach." Teaching procedures as well as administrative and mechanical techniques related to the operation of language laboratories are discussed, but the text contains no descriptions or operational data on particular brands of machinery. The book contains sections on the construction of aural-oral drills, types and patterns of oral drills; on equipment, space installation and construction details of language laboratories; on the tape library and student routine; on laboratory administration including personnel; on classroom procedures in introducing pronunciation drills, including "visual coupled drills" and other methods and aids such as songs, games, oral reports, films, etc. One section, devoted to reading and writing objectives, includes laboratory drills for reading and discusses controlled and free composition. The last section is on tests and measurements, discussing also oral and written examinations and dictation. There is a short bibliography and exercises on all sections found at the end.

*Language Laboratory Learning* by Fernand L. Marty. Wellesley, Mass., Audio-Visual Publication, 1960. [9] + 256 pp.

This is a text which contains much technical information on the use and maintenance of the laboratory in modern language classes in the U. S. The first part of the book deals with various types of courses such as a French basic course, improvement courses, specialized courses in literature, phonetics, etc. and the use of audio-visual materials in relation to them. The second part has more technical information often illustrated by diagrams and photographs. One section is on the basic principles involved in sound recording, the three main types covered being the mechanical method (phonograph records), the magnetic method (oxide-coated tapes, discs and belts), and the optical method (optical sound tracks of films). The next section is on operat-

ing a language laboratory and deals with work that the teacher should be able to do with tape recorders, magnetic disc recorders and visual and audio-visual equipment, as well as dealing with storage, basic repairs and maintenance and directing the language laboratory. The next section gives specifications for the recording studio, control room, booths and room laboratories etc. Various types of language laboratory installations are then taken up and a number of methods in their use specified. The appendix contains miscellaneous discussion and information, including the question of testing.

### Three New Readers

*A Reader in Modern Literary Arabic,* Parts A and B, by Farhat J. Ziadeh (Princeton University, Department of Oriental Studies, 1960) [viii] + 464 pp.

The NDEA administration, the Five University Summer Language Committee, and the Princeton University Program in Near Eastern Studies have joined in supporting Dr. Ziadeh's intermediate prose reader, which appears now in mimeographed form in anticipation of commercial publication next year by the Princeton University Press. The work contains 34 selections (mostly abridgements) in "Classical," i.e. Modern Literary, Arabic, from Egypt, Iraq, Jordan, Lebanon, Syria, including general essays, political and biographical articles, short stories, and some "local color" items. The total vocabulary amounts to 4,921 "units," controlled by reference to Landau's *Word Count of Modern Arabic Prose*. Each selection is accompanied by linguistic and cultural annotations and many exercises on grammar (especially syntax) and vocabulary, and a set of Arabic sentences for translation. The Arabic-English vocabulary lists entries in essentially the traditional Arabic order; all entries are transliterated, and imperfections of form I verbs are indicated. There is also an alphabetical index of idioms. The commercial edition will have in addition biographical remarks on the

authors and an index to the grammatical notes.

*Urdu Reader*, by John J. Gumperz and C. M. Naim (Berkeley: Center for South Asia Studies, University of California, 1960) [vi] + 226 pp.

This volume, reproduced from typescript, is a beginner's prose reader "for those who have some previous knowledge of the pronunciation and grammar" of Urdu. The first half of the book is devoted to a graded, systematic presentation of the writing system with many exercises giving practice in the mechanics of reading and writing. A small vocabulary is also introduced at this stage. The last half contains eighteen reading selections, each with vocabulary, fill-in exercise, Urdu sentences in transcription to be turned into Urdu script, and, in the last few lessons only, questions in Urdu script to be answered in writing in Urdu. The book concludes with an Urdu-English glossary, including transcription and indications of noun genders.

*Modern Greek Reader: Demotic*, by George C. Pappageotes (New York 1960) [iv] + 256 pp.

*Modern Greek Reader: Katharevousa*, by George C. Pappageotes (New York 1960) [iv] + 290 pp.

These readers in the two Greek literary "dialects" are pre-publication, experimental editions reproduced from typescript, prepared and issued under a National Defense Education Act contract. Each volume opens with about 35 "Elementary Texts" in the appropriate "dialect" followed by a large number of more ambitious readings representative of the modern literary language. The Katharevousa volume contains some official and scientific texts, literary selections, and many general articles, while the Demotic volume has about forty poems in addition to general articles and literary texts, but, of course, no official or scientific texts. Almost all the selections have considerable literary or cultural significance. There are no notes, exercises, or vocabularies, but for the final edition in 1962 the prefaces promise literary, linguistic, and cultural notes, as well as vocabularies.

## Center Advisory Committee Meets

**S**ATURDAY, November 5, the Advisory Committee of the Center held its regular fall meeting. The members of the Committee met morning and afternoon in the Conference Room of the American Council on Education Building in Washington. The morning session was devoted to a series of reports by members of the staff of the Center on the work of the past six months. After lunch the new quarters of the Center were visited by those who had not yet seen them, and the afternoon session was spent in discussing future plans for the Center. Dr. Donald D. Walsh, Director of the Foreign Language Program Research Center of the MLA, presided. Also present were Messrs. Carroll, Cowan, Espinosa, Fox, Hill, Jacobs, McQuown, Russell, Sollenberger, Trager, Miss Johnston, and Mrs. Allen. A reception in honor of the Committee was given by the Center on the evening of November 4 at the Mayflower Hotel.

## Office of Education Sponsors Conferences Under NDEA

### Conference on Publication Problems

On November 9 and 10 the Center for Applied Linguistics, under provisions of a contract with the U. S. Office of Education, held a conference to consider problems in the publication of modern language materials. The participants included persons from the academic community, representatives of foundations, research councils, learned societies, commercial and university presses, and the federal government. Those in attendance were: Nicholas C. Bodman, Miss Charlotte Bowman, Charles Elbers, Austin E. Fife, Melvin J. Fox, A. Bruce Gaarder, Mortimer Graves, Carleton T. Hodge, Martin Joos, Mrs. Elsa Liles, Albert H. Marckwardt, Kenneth W. Mildenberger, Herbert H. Paper, Mrs. Julia Petrov, Robert Quick, Frank Redding, Thomas M. Schmid, Thomas A. Sebeok, Geo. Winchester Stone, Jr., Mrs. Shirley Duncan Stout, B. Harold Williams, Charles A. Ferguson, Raleigh Morgan, Jr., Frank A. Rice. Charles A. Ferguson was chairman the first day; Austin E. Fife the second.

The purpose of the conference was to consider ways and means of making available in sufficient quantity certain kinds of instructional materials—particularly in the "neglected" languages—that are not now accessible to the general public. The discussions ranged from specific consideration of certain categories

## Fulbright Committee Reviews Applications

**T**HE Screening Committee for Linguistics and the Teaching of English of the Committee on International Exchange of Persons of the Conference Board of Associated Research Councils met on November 4 to review the applications for Fulbright grants at the lecturer and research scholar level for 1961-1962. Dr. Trusten W. Russell, Executive Associate of the CIEP, expressed satisfaction at the number and quality of the applications submitted for the thirty-five lectureships in the teaching of English. Lectureships in the teaching of English remain unfilled in Ceylon, Columbia and Turkey. Lectureships in English language and linguistics are unfilled in Burma, Finland, India, The Netherlands and Norway. Detailed information and application forms may be obtained by writing to the Conference Board Committee, 2101 Constitution Avenue N.W., Washington 25, D. C.

of instructional and related materials to broad questions of policy for the use of government or private funds in support of publication of this kind of material. —FAR

### A Conference On Lexicography

On November 11-12 Indiana University was host to a national conference on lexicography. The conference was supported by a contract with the Language Development Section of the Office of Education. The Office of Education was represented at the conference by Dr. A. Bruce Gaarder and Mrs. Julia Petrov. Also present as discussants and observers were numerous representatives of universities, private publishing houses, and government agencies. Papers on various aspects of lexicography were presented by the following: Clarence Barnhart, Edwin Bonsack, Meredith Burrill, Harold C. Conklin, H. A. Gleason, Mary Haas, Richard S. Harrell, Henry M. Hoenigswald, James E. Iannucci, Henry R. Kahane, Yakov Malkiel, Kemp Malone, Samuel E. Martin, Herbert Penzl, Allen Walker Read, Donald C. Swanson, Andreas Tietze, Uriel Weinreich.—RSH

The Center is compiling a list of Master's and Ph.D. theses in the field of applied linguistics. Please send titles to Miss Sirarpi Ohannessian at the Center.

## AMERICAN COUNCIL ON EDUCATION WILL STUDY CENTERS

Inventory and Study Conference  
 are Two Stages of Project

**T**HE National Defense Education Act of 1958 authorized the establishment of Language and Area Centers at American colleges and universities for training in "critical" languages. During 1960-61, forty-six centers will be in operation in this country, providing instruction in some fifty languages. Under a contract with the U. S. Office of Education, the American Council on Education (ACE) will make an inventory of resources and practices at the Language and Area Centers (though it will not evaluate the quality of programs of any particular Center). The project staff for this inventory is directed by Joseph Axelrod from headquarters at 291 Geary Street, San Francisco, California.

### Advisory Committee

The ACE has now named a seven-member Committee on Language and Area Centers to serve as an advisory committee to the Council for this project, according to an announcement by Arthur S. Adams, president of the Council; President E. Wilson Lyon, of Pomona College, is the chairman of this committee of distinguished educators.

### Identify Resources & Effectiveness

During the fall semester, 1960-61, members of the project staff will visit the Centers, and later a series of conferences of Center directors and representatives will be held to identify the resources and practices that have contributed most to Center effectiveness. A final report will be published by the ACE, synthesizing the individual inventories and the study conference reports.

## NEW LANGUAGE INSTITUTE OPENS IN WASHINGTON

Linguistic Principles Applied  
 To Teaching English

**I**N RESPONSE to the demand for intensive instruction in English as a second language in the metropolitan Washington area, the Institute of Modern Languages, Inc. was established to teach English in accordance with modern linguistic principles.

The students come from many different parts of the world, including a group from the former Belgian Congo and one student from Russia. The majority of the students, so far, come from Latin America. Those in the intensive day classes, by and large, are preparing to enter various universities throughout the United States. Those in the semi-intensive evening courses are primarily professional people living in the Washington area who wish to improve their English. In addition to offering courses in English, the Institute services two local universities by testing incoming foreign students for their level of English proficiency. The Institute of Modern Languages, Inc. is located at 1322 18th Street N.W., Washington 6, D.C. The Director is Marcel X. Rocca.—FEH

The Center has just issued a new publication called "Interim Bibliography on the Teaching of English to Speakers of Other Languages," compiled by Sirarpi Ohannessian. This is an up-to-date selective, carefully annotated bibliography of about 140 items covering most aspects of the subject in materials produced mainly since 1955. It is available from the Center at 75¢ per copy.

## Publications Available at the Center

Hindi Basic Reader.....	\$1.50
Hindi Basic Course (Units 1-18) .	\$3.50
Spoken French (Units 1-6).....	\$1.00
Spoken Persian (Units 1-5).....	\$1.50
Lessons in Contemporary Arabic (Lessons 1-8) .....	\$4.50
Problems of Americans in Mastering the Pronunciation of Egyptian Arabic, by Nancy Kennedy	\$1.00
Introducción a una comparación fonológica del español y del inglés, by Daniel N. Cárdenas...	\$1.25

## ERRATA — SUPPLEMENT NO. 4

Attention is called to the following changes and corrections in authorship of contracts listed on page 6 of Supplement No. 4 of *The Linguistic Reporter* for December 1960. (1) col. 1, lines 52-53: for Elinor C. Horne, Yale University read Augustus A. Koski, Foreign Service Institute, D. C.; (2) col. 2, line 17: delete John Lotz, Columbia University; (3) col. 2, line 22: add Nicholas N. Poppe; (4) col. 2, line 57: for Nicholas N. Poppe read Nicholas N. Poppe, Jr., Washington, D. C.

# THE LINGUISTIC REPORTER



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## NDEA, TITLE VI, PROJECTS ARE SUMMARIZED

### *Research and Studies Unit Releases Details for Two Fiscal Years*

**I**N two previous issues of the *Linguistic Reporter* (Vol. I, No. 4, October 1959 and Vol. II, No. 3, June 1960), details were given on National Defense Education Act (NDEA) contracts approved under the various titles of the Act for fiscal year 1959 and on the Language Institutes for fiscal year 1960. The Research and Studies Unit of the Language Development Section recently released a summary of research and studies projects under Title VI of the NDEA for the fiscal years 1959 and 1960. The major details of the summary are reprinted in the present supplement for the benefit of the readers of the *Reporter*, many of whom have addressed inquiries to the Center for such information.

\* \* \*

During the first two years of the National Defense Education Act, the Language Development Program contracted 115 projects involving research, experimentation, development of specialized instructional materials, and studies and surveys relating to the improvement of modern foreign language teaching. One hundred twenty-three contracts were negotiated in support of these projects. In fiscal year 1959 the sum of \$2,415,750 was committed to research and studies, and in fiscal year 1960 an additional appropriation of \$4,050,000 was used for the same purpose, making a total of \$6,465,750. Any seeming discrepancy between these figures and the amounts reported for the projects results from the refund or cancellation of unused portions of monies obligated. It is well to note that a number of these contracts involve advance commitments, totalling \$1,130,446 for fiscal year 1961 and \$904,909 for fiscal year 1962. The total commitment is \$8,501,105.

Attention is called to the fact that the Act authorizes a contract program only, with no provision for grants-in-aid. Among the considerations and criteria involved in the approval of projects were: appropriateness to the intent of research authority in Section 602 of the NDEA, relative urgency of need for the proposed work, soundness of plan, and professional competency of the investigators. In the development of this research program the Office of Education

sought the advice and counsel of more than 250 leading scholars and specialists in the various fields of inquiry.

In the listing that follows, contracts appear under the heading of the Office of Education classification but are numbered consecutively through the list without regard to classification. Under each item, contractor, principal investigator(s) or project director(s), total amount of contract, duration of contract are indicated, followed by a brief description of the project. In the case of item 98a added to this information is a detailed breakdown of each individual project with the name of the investigator and his institutional connection.

### **Studies and Surveys**

1. **Modern Language Association of America, New York.** (Donald D. Walsh; \$517,550, June 15, 1959 to June 14, 1961) Studies and statistical surveys of modern foreign language instruction in the United States.
2. **The George Washington University, D. C.** (Theodore Andersson; \$11,756, June 20, 1960 to August 31, 1960) Research and study conference on problems of state-level supervision of instruction in modern foreign languages.
3. **John Fletcher Wellemeyer, D. C.** (John Fletcher Wellemeyer; \$5,000, December 30, 1959 to May 15, 1960) Survey of personnel management practices relating to foreign language skills of employees in government and business.
4. **American Council of Learned Societies, New York.** (W. Freeman Twaddell; \$10,802, November 1, 1958 to January 31, 1959) Survey of language and area needs and facilities in government, business, industry, and education.
5. **American Council on Education, D. C.** (Arthur S. Adams; \$99,699, June 24, 1960 to June 30, 1961) Inventory of resources and practices at the NDEA Language and Area Centers.

48. **Bowdoin College, Maine.** (Gerard J. Brault; \$3,018, June 15, 1960 to September 1, 1960) Development of tape-recorded drills to facilitate the learning of standard French by speakers of certain variant forms of the language.
49. **Wayne State University, Michigan.** (George Borglum; \$7,406, June 1, 1960 to September 30, 1960) Production of a set of pattern drills covering the basic structure of French for use in the language laboratory.
50. **Pennsylvania State University.** (Simon Belasco; \$7,360, November 25, 1959 to January 10, 1960) Study to determine procedures for developing secondary school foreign language teachers' competence in language analysis at NDEA Summer Institutes and in similar teacher training situations.
51. **Pennsylvania State University.** (Simon Belasco; \$15,880, November 25, 1959 to June 30, 1960) Preparation of a manual and anthology of applied linguistics for use in the NDEA Institutes and other foreign language teacher training programs.
- 51a. **Simon Belasco, Pennsylvania.** (Simon Belasco; \$2,866, March 14, 1960 to May 15, 1960) Two contracts under which personal services of contractors Simon Belasco and Albert Valdman (involved in foregoing contract) are paid for, according to Pennsylvania State University regulations.
- 51b. **Albert Valdman, Pennsylvania.** (Albert Valdman; \$1,000, March 14, 1960 to May 15, 1960) See 51a.
52. **University of Michigan.** (F. Rand Morton; \$116,452, June 15, 1960 to June 14, 1962) Development and testing of experimental audio-lingual programs to facilitate a maximum of self-instruction in Russian, Spanish, and Thai, and the design of equipment for these programs.
53. **University of Michigan.** (Deming Brown; \$7,032, January 22, 1960 to April 30, 1960) Survey study and conference to develop criteria for a two-year college sequence of specialized materials for learning the Russian language.
54. **Syracuse University, New York.** (Clayton L. Dawson; \$129,327, June 1, 1960 to May 31, 1962) Production of a two-year college-level sequence of materials in Russian.
- Specialized Materials for the  
"Neglected" Languages**
55. **Myron B. Smith, D. C.** (Myron B. Smith; \$5,000, February 16, 1959 to June 14, 1959) Survey of Near and Middle Eastern language and area programs in American colleges and universities.
- 55a. **Myron B. Smith, D. C.** (Myron B. Smith; \$3,700, August 7, 1959 to September 30, 1959) Survey of Near and Middle Eastern language and area programs in American colleges and universities.
56. **Modern Language Association of America (Center for Applied Linguistics), D. C.** (Charles A. Ferguson; \$5,304, October 13, 1959 to November 15, 1959) Survey of the needs for teaching materials for language and area studies of the Near and Middle East.
57. **University of Michigan.** (George C. Cameron; \$245,752, June 15, 1960 to December 14, 1961) Development of instructional materials and applied linguistic research in Arabic, Persian, Pashto, and Kurdish.
58. **Modern Language Association of America (Center for Applied Linguistics), D. C.** (Charles A. Ferguson; \$8,423, June 25, 1960 to December 31, 1961) Preparation of bibliographies of linguistic and literary studies dealing with contemporary Arabic, and a comparative study of Persian.
59. **Georgetown University, D. C.** (Richard S. Harrell; \$194,238, June 15, 1960 to December 31, 1962) Preparation of dictionaries and grammars for the Iraqi, Maghribi, and Syrian forms of Arabic.
60. **University of California, Berkeley.** (William M. Brinner; \$30,450, April 27, 1960 to October 31, 1961) Production of three graded readers in contemporary Arabic.
61. **Princeton University, New Jersey.** (T. Cuyler Young; \$4,198, June 15, 1960 to December 14, 1961) Production of a reader in contemporary Arabic.
62. **University of Wisconsin.** (Menahem Mansoor; \$13,313, June 13, 1960 to December 14, 1961) Production of a reader in legal and documentary Arabic.
63. **Bountiful High School, Utah.** (Joseph Khoury; \$4,370, June 15, 1960 to May 31, 1961) Development of materials for teaching contemporary Arabic in secondary schools.
64. **Modern Language Association of America (Center for Applied Linguistics), D. C.** (Charles A. Ferguson; \$11,612, June 15, 1960 to December 31, 1960) Reproduction of instructional and linguistic materials for the teaching of Hindi, Arabic, and Chinese.
65. **University of Michigan.** (George C. Cameron; \$34,253, October 12, 1959 to April 11, 1961) Preparation of a reference grammar for modern Persian.
66. **Indiana University.** (Fred W. Householder, Jr.; \$23,251, June 15, 1960 to June 30, 1962) Study of forms of Greek handwriting, contrastive study of two forms of modern Greek, and preparation of a reference grammar for *dhimotiki* Greek.
67. **University of North Dakota.** (Demetrius J. Georgacas; \$84,928, June 15, 1960 to December 14, 1963) Preparation of a comprehensive modern Greek-English dictionary.
68. **Columbia University, New York.** (George C. Pappageotes; \$12,320, June 15, 1960 to December 14, 1961) Preparation of two readers in modern Greek.
69. **University of California, Berkeley.** (Gene M. Schramm; \$33,057, June 15, 1960 to December 14,

- 1962) Preparation of a reference grammar for modern Hebrew.
70. **Cornell University, New York.** (J Milton Cowan; \$52,784, June 15, 1960 to December 14, 1962) Development of instructional materials for Armenian and Singhalese.
  71. **University of Pennsylvania.** (W. Norman Brown; \$7,182, November 24, 1959 to April 1, 1960) Survey and conference on resources and needs for the development of language and area studies for South Asia.
  72. **University of Chicago, Illinois.** (Edward C. Dimock; \$137,753, June 15, 1960 to December 14, 1961) Research and development of instructional materials for Hindi, Urdu, Bengali, Tamil, and the Munda languages.
  73. **University of Pennsylvania.** (W. Norman Brown; \$178,983, June 1, 1960 to November 30, 1962) Preparation of instructional materials for Hindi, Urdu, and Persian.
  74. **International Communications Foundation, California.** (Lawrence Van Mourick, Jr.; \$5,710, October 10, 1959 to December 31, 1959) Survey of needs for audio-visual materials concerning the languages and culture of South Asia.
  - 74a. **International Communications Foundation, California.** (Lawrence Van Mourick, Jr.; \$89,423, March 15, 1960 to December 31, 1960) Preparation of audio-visual materials for a first year course in Hindi-Urdu.
  - 74b. **University of California, Berkeley.** (John J. Gumperz; \$52,086, June 15, 1960 to December 14, 1961) Development of instructional materials for spoken Hindi-Urdu, literary Urdu, and literary Telugu.
  75. **University of Wisconsin.** (Gerald Kelley; \$51,917, June 15, 1960 to December 14, 1963) Research and preparation of instructional materials for Hindi, Telugu, and Marathi.
  76. **University of Pennsylvania.** (W. Norman Brown; \$45,030, November 15, 1960 to November 14, 1961) Preparation of instructional materials for first and second year courses in Tamil and Marathi.
  77. **American Council of Learned Societies, New York.** (Shirley Duncan Stout; \$3,628, November 15, 1959 to January 1, 1960) Survey and conference on personnel, materials, and programs for the teaching of Southeast Asian languages.
  78. **Yale University, Connecticut.** (William S. Cornyn; \$39,293, June 1, 1960 to December 1, 1961) Production of a Burmese-English dictionary.
  79. **Yale University, Connecticut.** (Isidore Dyen; \$91,104, June 15, 1960 to December 14, 1962) Research on Malayo-Polynesian languages and preparation of instructional materials for Indonesian.
  80. **Yale University, Connecticut.** (Elinor C. Horne; \$20,021, June 15, 1960 to June 14, 1962) Preparation of an intermediate level Javanese reader.
  81. **University of California, Los Angeles.** (Clifford H. Prator; \$128,721, June 15, 1960 to December 14, 1962) Preparation of basic instructional materials, intermediate reading materials, a reference grammar, and a dictionary for Tagalog.
  82. **University of California, Berkeley.** (Mary R. Haas; \$80,102, June 15, 1960 to June 14, 1962) Preparation of a comprehensive and a shorter Thai-English dictionary.
  83. **University of Washington.** (Laurence C. Thompson; \$26,769, June 15, 1960 to June 14, 1962) Preparation of a reader and a reference grammar for Vietnamese.
  84. **American Council of Learned Societies, New York.** (R. B. Jones; \$6,555, June 15, 1960 to June 14, 1961) Revision and republication of an introduction to spoken Vietnamese.
  85. **Modern Language Association of America, New York.** (George Winchester Stone, Jr.; \$5,000, January 2, 1960 to April 30, 1960) Conference on needs for instructional materials for languages of the Far East.
  86. **University of Washington.** (George E. Taylor; \$32,390, March 1, 1960 to August 31, 1960) Conference for cooperation between American scholars and Chinese scholars in Taiwan and Hong Kong.
  87. **Yale University, Connecticut.** (Henry C. Fenn; \$199,402, June 25, 1960 to December 24, 1963) Revision of dictionary and instructional materials in Chinese, and preparation of new materials.
  88. **University of California, Berkeley.** (Y. R. Chao; \$21,441, June 15, 1960 to June 14, 1962) Preparation of a grammar of spoken Chinese.
  89. **Cornell University, New York.** (Harold Shadick; \$44,350, June 15, 1960 to December 14, 1962) Preparation of reading materials and a reference grammar for Chinese.
  90. **Catherine Stevens, Taiwan.** (Catherine Stevens; \$3,521, June 15, 1960 to August 31, 1960) Recording of readings in Chinese literature with accompanying texts.
  91. **Eleanor Harz Jorden, D. C.** (Eleanor Harz Jorden; \$5,300, June 1, 1960 to October 31, 1960) Preparation of a beginning conversational textbook in Japanese.
  92. **University of Hawaii.** (Yukuo Uychara; \$19,776, June 15, 1960 to December 14, 1962) Preparation of a text for intermediate conversational Japanese.
  93. **Columbia University, New York.** (Ichiro Shirato, Herschel Webb; \$37,181, June 15, 1960 to December 14, 1962) Preparation of a reference grammar for written Japanese and a textbook on research methodology.
  94. **University of Michigan.** (Joseph K. Yamagiwa, Richard K. Beardsley; \$49,363, June 15, 1960 to De-

- cember 14, 1961) Production of five graded readers in Japanese and an area manual.
95. **Yale University, Connecticut.** (Samuel E. Martin; \$8,631, June 15, 1960 to December 14, 1961) Completion of a reference grammar of spoken Japanese and preparation of a manual on Japanese writing.
96. **University of Arizona.** (Don C. Bailey; \$6,245, June 25, 1960 to September 15, 1961) Compilation of glossary of Japanese neologisms.
97. **University of Washington.** (Turrell V. Wylie; \$89,406, June 16, 1960 to December 15, 1963) Research into the Lhasa dialect of Tibetan, and preparation of an instructional manual.
98. **John Lotz, New York.** (John Lotz; \$750, May 11, 1959 to June 30, 1959) Survey for the development of instruction in Uralic and Altaic languages.
- 98a. **American Council of Learned Societies, New York.** (John Lotz; \$649,376, June 16, 1959 to September 30, 1962) Extensive research and development of instructional materials in Finnish, Hungarian, Korean, Mongolian, Turkish, and other Uralic-Altaic languages.
- Azerbaijani* basic course (Fred Householder, Indiana University)
- Buryat* manual (Nicholas N. Poppe, University of Washington)
- Buryat* reader (James Bosson and Nicholas Poppe, University of Washington)
- Central Asia* handbook (Lawrence Krader, American University)
- Cheremis (Eastern)* grammar (Frances Ingemann, University of Kansas, and Thomas Sebeok, Indiana University)
- Cheremis (Eastern)* reader (Thomas Sebeok, Indiana University)
- Cheremis* literary reader (Thomas Sebeok, Indiana University)
- Chuvash* manual (John Krueger, Reed College)
- Estonian* basic course (Felix Oinas, Indiana University)
- Estonian-English* dictionary (Paul F. Saagpakk, Upsala College)
- Estonian* grammar (Robert T. Harms, University of Texas)
- Estonian* introduction to grammar (Alo Raun, Indiana University)
- Finnish* grammar (Robert Austerlitz, Columbia University)
- Finnish* reader (Robert Austerlitz, Columbia University)
- Finnish* (and *Hungarian*) teaching materials (Thomas A. Sebeok, Indiana University)
- Hungarian* basic course (Elinor C. Horne, Yale University)
- Hungarian* cultural history (Francis Juhasz, Radio Free Europe)
- Hungarian:* English-Hungarian student dictionary (Andras Balint, Columbia University)
- Hungarian,* guide to studies in (Elemer Bako, Library of Congress)
- Hungarian* literary reader (John Lotz, Columbia University)
- Hungarian:* phonetic experiments (William Nemser, Columbia University)
- Hungarian* political reader (Francis Juhasz, Radio Free Europe)
- Hungarian* structural sketch (John Lotz, Columbia University)
- Hungarian* (and *Finnish*) teaching materials (Thomas Sebeok, Indiana University)
- Kalmyk* manual (Arash Bormanshinov, Rutgers University)
- Kalmyk* structure (John Lotz, Columbia University and John C. Street, Michigan State University)
- Karelian* survey (Alo Raun, Indiana University)
- Kazan-Turkic* manual (Nicholas N. Poppe, University of Washington)
- Kirghiz* manual (Udo Posch, University of Washington)
- Korean* basic course (Elinor C. Horne, with Samuel E. Martin, Yale University)
- Korean* history syllabus (Ching Y. Choe and Edward Wagner, Harvard University)
- Korean* literary history (Peter Lee, Columbia University)
- Korean* reader (advanced) (Edward Wagner, Harvard University)
- Korean* reader (literary) (Doo Soo Suh, University of Washington)
- Korean* reference grammar (Samuel E. Martin, Yale University)
- Korean,* standardization of (Samuel E. Martin, Yale University)
- Korean* writing system (Edward Wagner, Harvard University)
- Mongolian,* basic conversational (John Hangin, American Council of Learned Societies)
- Mongolian-English* dictionary (John Hangin and Ferdinand Lessing, University of California, Berkeley)
- Mongolian* grammar—suffixes (Serge Kassatkin, University of California, Berkeley)
- Mongolian* reader (William Austin, John Hangin, Peter Onan, Georgetown University)
- Mongolian* (Dagur) grammar and dictionary (Samuel E. Martin, Yale University)
- Mongolian* (Khalkha) structure (John C. Street, Michigan State University)
- Mordvinian* manual (Alo Raun, Indiana University)
- Turkic* peoples of Iran, demography (Pierre Oberling, Columbia University)
- Turkish* basic course (Lewis V. Thomas, Princeton University)
- Uzbek* grammar (Andree Sjoberg, University of Texas)
- Uzbek* newspaper reader (Nicholas N. Poppe)

99. **University of Washington.** (Udo Posch; \$7,377, June 1, 1959 to October 10, 1959) Research in linguistic and cultural characteristics of the Sinkiang Kazakhs.
100. **Yale University, Connecticut.** (Samuel E. Martin; \$16,790, June 25, 1960 to December 25, 1961) Completion and production of a Korean-English dictionary.
101. **William E. Welmers, Connecticut.** (William E. Welmers; \$1,400, May 28, 1959 to June 30, 1959) Survey of programs for African language instruction in the United States.
102. **Georgetown University, D. C.** (L. E. Dostert; \$10,675, February 15, 1960 to May 1, 1960) Conference on resources and needs for study of sub-Saharan African languages and areas.
103. **Daniel Brenner, D. C.** (Daniel Brenner; \$100, June 15, 1960 to July 15, 1960) Survey of recently available information on African languages and area studies in the Soviet Union.
104. **University of California, Los Angeles.** (Joseph R. Applegate; \$21,275, June 15, 1960 to December 14, 1961) Linguistic research and preparation of a bibliography on the Berber languages.
105. **University of California, Los Angeles.** (Wolf Leslau; \$29,521, June 15, 1960 to June 14, 1962) Preparation of an annotated bibliography of the Semitic languages of Ethiopia.
106. **Roosevelt University, Illinois.** (Lorenzo D. Turner; \$54,579, June 15, 1960 to December 14, 1961) Preparation of grammar and folk literature anthology of Sierra Leone Creole.
107. **William E. Welmers, Connecticut.** (William E. Welmers; \$2,200, June 22, 1959 to September 30, 1959) Development of basic course materials and methodology for Gio.
- 107a. **William E. Welmers, Connecticut.** (William E. Welmers; \$1,197, March 1, 1960 to June 30, 1960) Production and distribution of instructional materials for Gio.
108. **Michigan State University.** (Roger W. Wescott; \$77,557, June 15, 1960 to December 14, 1962) Research and preparation of instructional materials for Bini, Yoruba, Ibo, and Twi.
109. **Robert G. Armstrong, Nigeria.** (Robert G. Armstrong; \$2,197, April 15, 1960 to September 30, 1960) Collection of recorded materials and transcriptions of Yoruba.
110. **Howard University, D. C.** (Mark Hanna Watkins; \$3,824, June 15, 1960 to November 14, 1960) Preparation of basic course materials in Swahili and Yoruba.
111. **Duquesne University, Pennsylvania.** (Alphons Loogman; \$18,239, June 15, 1960 to December 30, 1963) Preparation of a reference grammar and reading anthology for Swahili.

112. **Georgetown University, D. C.** (L. E. Dostert; \$61,491, June 15, 1960 to December 14, 1962) Collection of recorded materials, preparation of accompanying texts, and development of courses in Bantu languages.
113. **University of Wisconsin.** (Alberto Machado da Rosa; \$35,870, August 15, 1959 to August 14, 1961) Preparation of instructional materials for elementary and intermediate Portuguese.
114. **Foreign Service Institute, D. C.** (Carleton T. Hodge; \$9,195, June 11, 1960 to March 1, 1961) Preparation of a basic text, reader, and recorded drills for Bulgarian.
115. **Calvin College, Michigan.** (Walter Lagerwey; \$3,785, June 15, 1960 to June 14, 1961) Preparation of a guide to Dutch studies and a survey of background and present resources for Dutch studies.

## INDEX

The research contracts are indexed under languages and a few other main headings. The contracts are referred to by their numbers on the list. Under the language entries in the index, contracts for preparation of teaching materials at the college level (textbooks, manuals, grammars, readers, dictionaries) are listed by number only with no further identification. Other projects are identified by an appropriate word or phrase.

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