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Applied Linguistics at AILA: Covering the Field

More than 1,500 delegates from 80 countries will gather in Montreal August 20 for the 5th International Congress of Applied Linguistics, organized by the Canadian Congress of Applied Linguistics (CCAL) under the auspices of the Association internationale de linguistique appliquee (AILA). A total of 573 papers will be presented in 17 sections, covering a wide range of issues in applied linguistics—from second language teaching and learning to quantitative, cybernetic, and computational linguistics.

The first AILA Congress was held in Nancy, France in 1964; subsequent meetings have been held in Cambridge, England (1969), Copenhagen, Denmark (1972), and Stuttgart, West Germany (1975).

At the Nancy congress, AILA defined its objectives as the international umbrella organization of national associations of applied linguistics to promote research, disseminate information, and advance international and interdisciplinary cooperation. In addition to the international congresses, held every 3 years, AILA establishes scientific commissions to gather experts on various areas in applied linguistics, organizes seminars and summer institutes, and distributes the *AILA Bulletin* to all members of national affiliates (21 issues have appeared to date).

The opening address of the Congress, "Applied Linguistics: the State of the Art," will be delivered by Guy Rondeau (Ottawa), President of AILA. At the 4 plenary sessions, the following papers will be presented: "Pour une politique linguistique mondiale," by Selim Abou (Beirut), "Theorie et pratique de la planification linguistique," by Jean-Claude Corbeil (Montreal), "Psychological and Sociological Factors in Second Language Learning," by Henry P. Edwards (Ottawa), and "Linguistics and the Teaching of a Mother Tongue," by Harold Rosen (London).

More than a quarter of the papers will deal with problems in second language teaching and learning, but other areas of applied linguistics will be well-represented, clearly illustrating the divergent interests in the field. For example, there will be sections on First Language Teaching and Learning, Language

'Teachers' Training; Languages for Special Purposes; Measuring, Rating, and Testing; Bilingualism and Multiculturalism; Language Planning and Policy; Sociolinguistics; Psycholinguistics, Linguistics Applied to Mental Health Sciences, Neurolinguistics and

See AILA—6 Col 1

NEW DIRECTIONS . . .

We're publishing this first issue of Volume 21 early to have it ready for the AILA meeting in Montreal.

With this issue, we invite reader response to topics presented in the *LR*. Send us your opinions, let us know what issues are interesting to you. We'll select some to publish in our new "LR Readers React" column. (Please include your name, affiliation, and address on your contributions. You can tell us if you want your name withheld, but we'd like to know who you are, anyway.)

What do linguists do who are not teaching and carrying out research? We think our readers would like to know. If you hold a non-academic job for which training in linguistics is pertinent, write us about it.

The *LR* welcomes G. Richard Tucker, who begins his tenure as Director of CAL on September 1. During the Winter and Spring of 1978, as Director Designate, he worked actively with Acting Director John Hammer and senior staff members in evolving numerous programmatic and administrative changes. CAL's work will fall under four program areas: native &

See *New Directions*—7, Col 2

1979 LSA INSTITUTE SET FOR SALZBURG

The 49th Linguistic Institute of the Linguistic Society of America will be hosted by U Salzburg, Salzburg, Austria, in conjunction with the 2nd Salzburg International Summer School in Linguistics, from July 23 through August 31, 1979. This LSA Linguistic Institute, the first ever held in Europe, will focus on "Biology and Language," with an area program embracing (a) Aspects of German and French and (b) the Balkan

See *LSA*—10, Col 1

We sincerely regret the passing of Martin Joos. A subsequent issue of the *LR* will feature a tribute to Dr. Joos and his vast contribution to the field of linguistic science.

"You Must Follow the Law as I State It:"

Do Jurors Really Understand This Routine Instruction?

The language of the law is a fascinating area for linguistic investigation. Unlike other professional jargons, such as medical or technical language, legal language is the primary—and, some would argue, the only—tool of the legal profession. (Doctors have instruments and procedures; architects have plans and drawings; lawyers have only written and oral language.) But a great amount of legal language appears to be inadequately understood by non-lawyers, and when a legal matter directly involves non-lawyers, e.g. purchasing an insurance policy, complying with a regulation, or serving as a juror, not being able to understand legal language can have serious ramifications.

Knowing what there is about legal language that causes comprehension difficulties can enable us to know more about the nature of legal language and how and why people understand or fail to understand what they hear. In their study of comprehensibility of standard jury instructions, carried out at the Center for Applied Linguistics and funded by the National Science Foundation, Veda and Robert Charrow sought the answers to the following questions: To what extent does the average person understand jury instructions? What are the linguistic factors that contribute to comprehension problems? That is, what vocabulary, grammatical, and semantic constructions and contextual features cause people to misunderstand standard jury instructions?

Veda, a psycholinguist, and Robert, a professor of law, had an interesting approach to answering these questions. The study employed a paraphrase task. Persons from 3 jurisdictions who had been called to serve as jurors, but who had not yet participated in a trial, served as subjects. Each juror was shown a picture of an accident and given some basic information about how the accident occurred. Each then heard 14 tape-recorded jury instructions that would normally have been used in the event that the accident had resulted in a lawsuit and trial. After each instruction was played twice, the juror was asked to paraphrase what she/he had just heard into another tape recorder. These responses were then transcribed and analyzed. In addition, the instructions used in the study were analyzed for legal or conceptual complexity by lawyers.

Early results are very interesting and disturbing. It appears that the jurors were not able to adequately understand their instructions. In fact, only about 50% of the pertinent legal concepts in the instructions were understood. Of even greater interest, though, is the fact that the conceptual (or legal doctrine) difficulty of the instructions could only account for approximately 20% of that variance in the subject's performance. That is, other factors, apparently linguistic, were the real culprits.

The Charrows found that, contrary to popular opinion, sentence length was not an important factor:

people performed as well or as poorly on short sentences as they did on long ones. However, grammatical complexity had a major effect on performance. Those sentences in the instructions which contained multiple embeddings (e.g. "You must never speculate to be true any insinuation suggested by a question asked a witness"), bizarre prepositions (e.g. "You'll regard that fact as conclusively proved as to the party or parties making the stipulation or stipulations"), WH-iz deletion ("Questions of fact [which are] submitted to you" or "Any statement of counsel [which is] made during the trial"), and impersonal passives ("A question asked a witness [by . . .]" or "And the reasons given for his opinion [by . . .]"), were all serious barriers to comprehensibility.

Based on these findings, the Charrows rewrote the jury instructions to avoid these constructions and tested the new instructions on jurors in the same manner. When they compared the results, they found that jurors better understood the revised instructions; often, in fact, the level of understanding doubled!

These findings, among others, served as the basis for a presentation the Charrows gave at the 9th World Congress of Sociology in Uppsala, Sweden this August. For further information, write to the Charrows c/o the Center.

Information on Hmong Language And Culture Now Available

About 12,000 Hmong are among the Indochinese refugees currently living in the United States, and more are expected to come in the next year or two. They are scattered across the country, but there are sizable communities in Philadelphia, Syracuse, Los Angeles, Missoula, Honolulu, and other cities. Known variously as the Miao of China, the Meo of Southeast Asia, and the Hmong among themselves, they are a people whose language and culture have not been studied to any great extent.

The Hmong are a tribal, mountain people who originated in China (their language is generally agreed to be Sino-Tibetan); over the last two centuries they have been migrating into Southeast Asia. Always a minority and living in remote areas, they have not had access to literacy and education. Although at last count 7 alphabets had been devised for Hmong, none of them has attained wide usage, given the lack of education available.

The presence of the Hmong refugees in the United States provides linguists and anthropologists with an opportunity to do research on a little-studied group. There is a widely accepted phonemic analysis of the Hmong dialects spoken in Laos and Thailand (worked out by missionary/linguists in the early 1950's, and the basis for the Roman alphabet being used to represent

See Hmong—8, Col 1

Congressional Action to Affect Indian Education?

Legislation being developed by the current Congressional session promises to have wide impact on the language-related concerns of many segments of the national population. Indian tribes and communities especially are concerned about three of the pending proposals:

- Amendments to Title VII, ESEA (the Bilingual Education Act) will allow those cases where Indian languages have had "significant impact" on the students' English language skills to be included within the Act's definition of "limited English proficiency." This change will widen Indian eligibility for services under the Act, since a student's "Indian English" fluency is often as much of a school-related language issue as is the student's ancestral language dominance.

- New legislation (Title XI, HR 15), the product of a two-year effort by the House Indian Advisory Study Group, has also been included within the education amendments. Part A of Title XI revises the formulas and procedures which award entitlements to public schools located on or near Indian reservations, to offset the costs of educating the Indian students attending those schools. Part B mandates the development of systematic standards and goals for all BIA schools. It also reorganizes BIA's Office of Indian Education programs, and gives the Director of OIE greater authority over the day-to-day operation of each BIA schooling program. Part C extends and makes several revisions in Title IV, the Indian Education Act.

- Bill S 991 proposes the creation of a cabinet-level Department of Education by transferring and synthesizing education-related programs from the other federal departments. Education programs in the Bureau of Indian Affairs (Department of the Interior) are to be included among those to be transferred, if the Act is passed in its present form.

Tribes and communities seem favorably disposed to the Title VII amendments. Several tribal, regional, and national Indian groups have specifically endorsed the changes in Title VII philosophy which these amendments will create.

Indian support for Title XI and S 991 has not been so unanimous. Initially, some tribes saw benefits to having an internal reorganization to BIA education. Others insisted that Indian education be totally removed from the authority of the BIA. They do agree, however, on the need for improvements (not just revisions) in Indian education services. Therefore, the National Congress of American Indians and the National Tribal Chairman's Organization (the nation's two largest Indian organizations) have urged that Title XI be reviewed in its entirety by the tribes before Congress enacts it into law. They have, in addition, voiced strong objection to the transfer of BIA education programs as currently proposed in S 991.

Cross-cultural mistakes "make a useful body of knowledge" for teaching culture in the classroom. Judy Winn-Bell Olsen at Alemany Community College in San Francisco is collecting these mistakes—or anecdotes which reveal them—and invites readers to contribute their own. She believes these anecdotes increase cross-cultural sensitivity and provide direct points of inter-cultural conflict to use as starting points in teaching culture. Some of the examples she cites include:

- the experience of a teacher who wore a large owl pendant to her beginning ESL class for Vietnamese students. Although the students were normally warm and relaxed, they "froze." Finally, one explained to her that in Asian culture, the owl is a portent of death, and an owl perched in a tree outside a house means that someone will die soon.

- Arab and Latin students in the United States have hissed for a waiter's attention (a polite way of getting attention in their own cultures), only to be almost thrown out of the restaurant for their "rude" behavior.

- Or a reverse example, a North American student in Latin America insults a Latin American father by using a gesture that is reserved for animals in asking about the height of one of his children (the arm outstretched, palm down).

If you have anecdotes arising from class discussion, a student's anecdotes about his or her experiences here or abroad, or your own experience with another culture, Ms. Olsen invites you to send your anecdotes to her (either on paper or on cassette) c/o Alemany Community Coll Cntr, 750 Eddy St, San Francisco, CA 94109. Include your name, affiliation, and mailing address. In return, you will receive a collection of those which others have mailed in.

Project Will Save Another American Indian Language from Extinction

The small town of Neah Bay, Washington has become the site of a very large effort by the National Endowment for the Humanities (NEH) to bolster an American Indian language. The Makah language, a member of the Wakashan family, is spoken by the Makah people on their reservation located on the extreme north-west tip of the Olympic Peninsula in Washington State.

In recent years, Makah has become known as the location of the Ozette Site, a rich archeological excavation. Many of the artifacts collected from this settlement, which existed prior to European contact, will be housed in the soon-to-be completed Makah Cultural Museum. Also to be housed in that museum will be the \$90,000 language maintenance project financed by NEH. The project is the culmination of many years of work in language maintenance by the community members. Earlier maintenance work and planning to-

See Project—5 Col 2

Title VII a Failure? Some Experts Disagree

A nationwide survey of bilingual education programs which concludes that Spanish-English bilingual programs "did not appear to produce gains in student achievement over and above what would be expected . . . [in] a traditional classroom" has brought immediate response.

The \$1.5 million study conducted by the American Institutes of Research (AIR) in Palo Alto, California, concluded that less than one-third of all students in Title VII bilingual classes were limited English speaking, and that 85% of these were retained in bilingual classes after they had acquired enough English to perform in regular classes. In overall achievement tests, the study found that bilingually-educated children performed about the same as children in traditional classrooms in mathematics, except that those in traditional classes did slightly better in English language arts.

The ESEA Title VII Bilingual Education Program was established by Congress in 1968 to meet the special education needs of limited English speaking students, to provide them with a program to achieve competency in English. In 1974, in response to a Congressional mandate to assess the effectiveness of the Title VII program, the Office of Education contracted with AIR to assess the impact of bilingual education on students in both affective and cognitive domains.

AIR selected 38 Spanish-English projects which were in their fourth or fifth year of Title VII funding, and tested some 5,300 Title VII students and 2,400 students of similar Hispanic background who were in traditional programs. The tests were given in the Fall of 1975 and the Spring of 1976 (four and a half months later), with an interim report released in 1977 and the final report in Spring 1978.

In her challenge to the AIR report, Tracy C. Gray, Director of Language and Public Policy at the Center for Applied Linguistics, charges that the study "provides little assistance in casting problems confronting the Title VII program in comprehensive and operational terms" and "fails to distinguish between the effects of good programs and weak programs," treating "bilingual education as an undifferentiated uniform whole." Gray notes that AIR had ample time between the interim and final reports to rectify inadequacies in the study.

The interim report was reviewed by J. Michael O'Malley in the Winter 1978 issue of *Bilingual Resources*. O'Malley, Senior Associate of the Multicultural/Bilingual Division of the National Institute of Education (NIE), found a number of problems with the study. For example, O'Malley cited the study's failure to assure accurate and consistent application of terms such as "limited English speaking," "dominant," and "monolingual." In addition, he noted problems in the study's research design: groups were not judged for comparability before the Title VII Spanish/English projects were begun, thus making it impossible to determine what resulted from different treatment (bilingual or traditional classroom procedures) and what differences existed prior to the intervention. In addition, AIR failed to consider alternative interpretations of similar data.

Although O'Malley stated that "A satisfactory final

report should emerge from addressing the issues identified and pursuing the recommendations indicated," the final report shares many of the same flaws, according to Gray. Specifically, Gray charges that the AIR study fails to take into account the varied social and political settings of the projects, judging them as a unit, in a "situation akin to evaluating all world-class athletes on a test of bowling." Other problems with the study, according to Gray, are the short period between the pre-test and post-test administered to students (about 5 months), not providing enough time for changes due to bilingual instruction to become evident and the use of the Comprehensive Test of Basic Skills to evaluate limited English speakers and monolingual Spanish speakers, instead of using a test which measures what is taught in the bilingual classroom. Gray agrees with O'Malley's criticism of the study's use of "limited English speaking" and "monolingual" and with the failure to assure that groups were equally proficient in English and Spanish before entering the school. Moreover, she believes that the study has a critical internal contradiction: it claims that children are retained in bilingual programs for political reasons long after they have mastered English, yet finds that Title VII classroom children were performing at the 20th-30th percentile on the English Comprehensive Test of Basic Skills.

As Gray puts it, "In short, this study does not permit us to generalize from the past experience with Title VII or even to specify the nature of the problems in theoretically fruitful terms. It avoids the reality that bi-

See Title VII—10, Col 2

new journals

Studies in French Linguistics. Published by the Indiana U Linguistics Club 3 per year First issue Feb 1978 Editor Marvin D. Moody Editorial correspondence to Marvin D. Moody, Dept of French & Italian, Ballantine Hall 642, Indiana U, Bloomington IN 47401 Subscription correspondence to Indiana U Ling Club, Lindley Hall 310, Bloomington IN 47401

This journal is "intended to serve as an open forum for the presentation and discussion of theoretical and descriptive problems in linguistic analyses of French." Its aim is to rapidly disseminate both descriptive and theoretical works in French linguistics, with no particular theoretical bias. Contributions are welcome (*unpublished papers only*)

Cross-Cultural Forum. Published by the Experiment in International Living 3 per year Editor Nola Day Subscription \$1.50 All correspondence to Editorial Office, Dept of Communications, The Experiment in International Living, 10 Kipling Rd, Brattleboro VT 05301

Begun as a forum for the Association of Colleges and Universities for Cross-Cultural Education, this journal has expanded its scope to include international issues such as human rights. As indicated by the second issue (the East/West issue), the *Forum* covers a broad range of multicultural issues, such as articles on cultural values and foreign policy, a new Middlebury College language program in Moscow, a cultural simulation exercise ("The Emperor's Pot"), and bilingual/bicultural education among French-speaking Vermonters. The journal seeks comment on a wide range of cross-cultural issues.

APPLIED LINGUISTICS AT THE LSA INSTITUTE

by J Ronayne Cowan

[Dr Cowan is Associate Professor of Linguistics and ESL at U Illinois]

The 1978 Linguistic Institute, held at the University of Illinois, Urbana-Champaign, from June 5 to August 5, 1978, provided participants and guests with a wide range of courses, conferences, and special lectures devoted to topics in applied linguistics. Eleven courses in applied linguistics were offered, the most novel being *Language Problems in Professional Contexts*. Organized by Shirley B. Heath (U Pennsylvania) and Charles A. Ferguson (Stanford), this seminar brought together linguists and professionals attempting to deal with various language-related problems. This collaboration was designed to foster research to resolve these problems. Participants in *Theoretical Issues in Reading Comprehension*, taught by Robert N. Kantor and Jerry Morgan (U Illinois), engaged in textual analysis of children's readers, isolating potential sources of comprehension difficulties, and proposing research to investigate the validity of these hypothesized difficulties. Guest lecturers from the Center for the Study of Reading at the university spoke on topics related to the focus of the seminar.

Aspects of bilingualism, multilingualism, and language in education were explored in a number of courses. A *Seminar in Social Research in Bilingual Education*, offered by Joshua Fishman (Yeshiva U), reviewed social research in bilingual education and discussed research needs, strategies, and priorities. *Multilingualism: An Historical Perspective*, taught by Henry Kahane (U Illinois), examined patterns of bilingualism in their special context from past to present. *Approaches to Ethnography of Communication in Research for Bilingual/Bicultural Education*, offered by Fred Erickson (Michigan St U), explored methods for study of sociocultural dimensions of language use in school and home settings by children and adults of bilingual communities. A *Seminar on Bilingual/Bicultural Education*, by Henry Trueba (U Illinois), examined existing typologies of bilingual education programs and the research needed to document the impact of bilingual education. *Language Policy and African Education*, taught by Gilbert Ansre (U Ghana) and Ayo Bamgbose (U Ibadan), studied the role of education in African countries and described innovations in the use of African languages in education. A *Seminar in Third-World Englishes*, conducted by Braj B. Kachru (U Illinois), was designed for those students interested in undertaking research projects on sociolinguistically-oriented topics concerning non-native varieties of English.

Computers in Linguistics and Literary Style, taught by James Marchand (U Illinois), surveyed the use of the computer in textual linguistics. *Linguistic Aspects of Reading*, offered by J Ronayne Cowan (U Illinois), examined factors revealed by linguistic and psycholinguistic research which bear on the acquisition of reading competence in a first and second language.

Theoretical Foundations of TESL Methodology, taught by Lawrence Bouton (U Illinois), discussed the interfacing of linguistic theory and methodology for the teaching of different language skills. The wide range of activities classified as applied linguistics clearly reflects the view that the field can no longer be considered to embrace only language pedagogy.

The Conference on English in Non-Native Contexts, held in conjunction with the Linguistic Institute from June 3 to July 1, provided an international forum for the discussion of a number of topics of current interest to applied linguists, such as the form, function, and context in which non-native varieties of English are used throughout the world; the impact of English on the educational systems of Third World nations; and British and American views in the teaching of English for Special Purposes. Internationally renowned scholars in applied linguistics participated. The theme of the Fifth Annual African Studies Conference, held in conjunction with the Linguistic Institute from July 6 to 8, was "Language Policies in African Education." Among the issues discussed in the paper presentations were: the rationale and effects of language policies in "Francophone" West Africa and selected countries; the cultural basis of language policies; and problems, principles, and prospects of mother-tongue education in Africa. The Forum Lecture Series of Distinguished Speakers at the Linguistic Institute included two lectures on subjects related to applied linguistics: (1) *Multilingualism as a Goal of Educational Policy*, by Roger Shuy (Georgetown and CAL), and (2) *What Became of Communicative Competence*, by Susan Ervin-Tripp (Stanford).

PROJECT—from page 3

ward this present project were supported by CAL's Indian Language Assistance Project, also funded by NEH.

The project staff will consist primarily of Makah community members. Dr. Geoff Gamble (Washington St U) will assist with much of the linguistic analysis. This summer, staff activities included studying Makah-English contrastive linguistics and finalizing an orthography. Between this fall and next summer, they will gather and analyze extensive language data from fluent speakers. Staff members will receive continuing instruction in Makah linguistics, curriculum and materials design, and the principles of second language teaching. By Summer 1980, curriculum guides and instructional materials will be produced which can be used in a school-based Makah as a Second Language program.

In an effort to demonstrate the Endowment's commitment to American Indian languages, NEH chairman Joseph Duffey presented the award to Makah tribal chairman Dale Johnson at a ceremony held in Neah Bay.

Lance Potter
Indian Education Program, CAL

Speech Pathology, Lexicology, Lexicography, and Terminology, Translation, Contrastive Linguistics, Quantitative, Cybernetic, and Computational Linguistics; and Writing Codes and Graphic Systems.

Along with plenary sessions and section meetings, there will be panels and roundtable discussions on world discourse analysis systems, bilingual education for majority and minority language children, terminology, language planning, the teaching of the mother tongue, problems of simplification in second language learning, and pedagogical grammar. Eleven scientific commissions of AILA will also hold meetings during the Congress.

Additionally, one of the more significant issues to be discussed at this year's Congress is a proposal to change the way in which individuals become members of AILA. At present, the Association is directed by an International Committee representative of its 23 national affiliates (19 European and one each from Australia, Canada, Israel, and the United States). As of now, individuals may only become members of AILA through membership in a national affiliate, i.e. by becoming a member of an association of applied linguistics in their own country which has affiliated with AILA. However, the International Committee, under the direction of President Guy Rondeau and Secretary-General Gerhard Nickel, is considering a proposal to allow individual members to join AILA even if their native countries have no national associations in the area of applied linguistics. Further information will appear in a future issue of the *LR*.

news briefs

The National Indochinese Clearinghouse/Technical Assistance Center of the Center for Applied Linguistics is back in full operation under a 12-month grant from the Office of Family Assistance of the Social Security Administration. NIC/TAC will provide technical assistance to HEW Refugee Task Force programs and will develop ESL materials for teachers and students involved in job-related ESL projects for Indochinese refugees. The Clearinghouse will continue its information collection, analysis, and dissemination activities. For information, call toll-free, (800) 336-3040 . . . The 3rd issue of *CUNYForum*—a special issue of "Papers on Bilingualism and Second Language Acquisition," edited by Herbert W. Seliger—is available from Queens Coll Press, Flushing NY 11367. Subscription rates for 1977-78 (2 issues) are \$5.00 individual, \$8.00 foreign, and \$8.00 institutional. Copies of back issues (Nos 1 and 2) are also available. . . . **Bloomsbury West**, Northern California's Lau Center (see *LR* 20: 4, p1) has changed its mailing address to: 545 Sansome St, 6th Fl, San Francisco CA 94111. . . . Free copies (single issues only) of the *Antwerp Papers in Linguistics* (APIL) are now being made available to interested linguists. The series, consisting of 13 papers, includes a special issue on "Advances in Natural

meetings & conferences

- Sept 9-11 British Assn for App Ling, 11th Cardiff, Wales [See *LR* 21 1, p11]
- Sept 18-20. Autumn Mtg of the Ling Assn of Great Britain Sheffield, England (Write G. G. Corbett, Dept of Ling & Intl Studies, U Surrey, Guildford, Surrey, England)
- Sept 20-22 European Ling Society Paris, France (Write P. Valentin, Centre Universitaire, Grand Palais, 75008 Paris, France)
- Sept 25-27 Phonetics Coll Reading, England (Write Peter Roach, Fac of Ltrs & Social Sciences, U Reading, Whiteknights, Reading RG6 2AA, England)
- Sept 25-30 Intl Coll on Contrastive Ling & the Science of Translation, 3rd Trier, W Germany (Write Wolfgang Kuhlwein, U Trier, Postfach 3825, 5500 Trier, W Germany)
- Sept 28-30 Boston U Conf on Lang Dvlpt, 3rd Boston MA (Write Lang Dvlpt Conf, Box F, Boston U, Boston MA 02215)
- Oct 6-8 Conf on Lang in Use Sodertalje, Sweden (Write Moire Linnarud, Folkestorsvagen 39, 27100 Ystad, Sweden) [Organized by the Swedish Assn of App Ling]
- Oct 6-8 Semiotic Society of America, 3rd Providence RI
- Oct 8-9 Lang Research Forum, 2nd Los Angeles CA (Write 2nd Lang Research Forum, Amer Lang Inst, USC, Los Angeles CA 90007)
- Oct 12-14 Ann European Studies Conf, 3rd Omaha NE (Write Elvira Garcia, Dept of FLs, U Nebraska, Omaha NE 68101)
- Oct 13-14 Perspectives in Experimental Ling, Edmonton, Alhta, Canada (Write Gary D. Prideaux, Chmn, Dept of Ling, U Alberta, Edmonton, Alhta, Canada T6G 2H1)
- Oct 15-19 Natl Sym on Sign Lang Research & Tchng, 2nd Coronado CA (Write Angela K. Thomas, NAD/NSSLRT, 814 Thayer Ave, Silver Spring MD 20910)
- Oct 19 Conf on Muskogean Langs & Ling, Norman OK (Write James M. Crawford, Dept of Anthro, U Georgia, Athens GA 30602)
- Oct 20-21 Mid-America Ling Conf Norman OK (Write Ralph Cooley, Dept of Communication, U Oklahoma, Norman OK 73019)
- Oct 20-21. Western Conf on Ling Eugene OR. (Write Derry Malsch, Dept of Ling, U Oregon, Eugene OR 97405.)
- Oct 21-22 NY St Council on Ling Albany NY (Write Francine Frank Ling Prog, SUNY, Albany NY 12222) [Theme Pragmatics, Speech Acts, and Discourse Analysis]
- Oct 26-28 Ling Assn of the SW & Rocky Mt Mod Lang Assn Phoenix AZ (Write Don Nilsen, Eng Dept, Arizona St U, Tempe AZ 85281.)
- Oct 27-28. Conf on Sentence Combining & the Tchng of Writing Oxford OH (Write M. Morenberg, Dept of Eng, Miami U, Oxford OH 45056.)
- Oct 29-31 Interdisciplinary Conf on Yiddish & E European Jewish Studies, New York NY (Write N. Utevsky, YIVO Inst for Jewish Research, 1048 5th Ave, New York NY 10028)
- Nov 1-4 African Studies Assn, 21st (Write Patricia Romero, Prog Dir, Dept of History, Johns Hopkins U, Baltimore MD 21218)
- Nov 2-4. Coll on New Ways of Analyzing Variation in Eng, 7th, and Amer Dialect Society Washington DC (Write N-Wave Prog Cte, Dept of Ling, Georgetown U, Washington DC 20057)

Language Processing." Titles of individual issues are available upon request; a subscription to the entire series is only available to departments in exchange for their own publications. Write: Johan Van der Auwera, Managing Ed, U Antwerp (UIA), Dept Ger-

meetings & conferences

- Nov 2-5 Speech Communication Assn Chicago IL
 Nov 3-4 Wisconsin Conf on S Asia, 7th Madison WI
 (Write Outreach Coord, S Asian Area Cntr, 1249 Van
 Hise Hall, U Wisconsin, Madison WI 53706)
 Nov 9-11 SE Conf on Ling Atlanta GA (Write Reza
 Ordoubadian, P.O. Box 275, Middle TN St U, Murfrees-
 boro TN 37132)
 Nov 10-12 NE Ling Society, 9th New York NY (Write
 Alan M. Stevens, Ling Prog, CUNY Grad Cntr, 33 W 42nd
 St, New York NY 10036)
 Nov 14-19 Amer Anthro Assn, 77th Los Angeles CA
 Nov 17-18 Sym on Spanish and Portuguese Bilingualism,
 2nd Miami Beach FL [See LR 21 1, p11]
 Nov 18-21 Amer Speech & Hearing Assn San Francisco
 CA
 Nov 23-25 Natl Council of Tchrs of Eng, 68th Kansas City
 MO
 Nov 23-25 Amer Council on the Tchng of FLs, 12th Chi-
 cago IL
 Nov 23-25 Amer Assn of Tchrs of French Chicago IL
 Nov 23-25 Amer Assn of Tchrs of German Chicago IL
 Nov 26-Dec 1 Acoustical Society of America, 95th Hono-
 lulu HI
 Dec 15-17 Sem on Lexicography Exeter, England (Write
 R. R. K. Hartmann, Lang Centre, U Exeter, Queen's Bldg,
 Queen's Dr, Exeter EX4 4QH, England)
 Dec 27-28 Amer Philological Assn & Archeological Inst of
 America Vancouver, BC, Canada
 Dec 27-30 Mod Lang Assn, 93rd New York NY.
 Dec 28-30 Amer Assn of Tchrs of Spanish & Portuguese
 San Diego CA
 Dec 28-30 Ling Society of America, 53rd Boston MA

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- Jan 3-8 Amer Assn for the Advancement of Science, 145th
 Chicago IL
 Feb 21 Coll on Determination Wilrijk, Belgium [See LR
 21 1, p11]
 Feb 27-Mar 4 Conv of Tchrs of Eng to Spkrs of Other
 Langs (TESOL), 13th, Boston MA
 Mar 8-11 Ann Ling Sym on Romance Langs, 9th Washing-
 ton DC (Write William Cressey, Sch of Langs & Ling,
 Georgetown U, Washington DC 20057)
 Mar 26-30 Intl Conf on Historical Ling, 4th Stanford CA
 (Write Elizabeth C Traugott, Chpsn, ICHL IV, Dept of
 Ling, Stanford U, Stanford CA 94305
 Mar 28-31 Conf on Directions of Theoretical Orientations
 in Creole Studies St Thomas, Virgin Islands [See LR
 21 1, p11]
 Mar 30-Apr 1 Assn for Asian Studies Los Angeles CA
 Apr 4-6 Ling Assn of Great Britain, Hull, England (Write
 Paul Werth, Dept of Ling, Hull U, Hull HU6 7RX, Eng-
 land)
 Apr 8-12 Amer Ed Research Assn San Francisco CA
 Apr 23-27 Intl Reading Assn, 24th Atlanta GA
 May 4-5 Conf on Lang & Communication in the Elderly
 Boston MA (Write L. Obler, Dept of Neurology, Boston
 VA Hospital, 150 S Huntington Ave, Boston MA 02130)
 May 8-11 Natl Assn for For Student Affairs, 31st, Phoenix
 AZ
 July 23-Aug 31 LSA Ling Inst, 49th Salzburg, Austria
 [See LR 21 1, p1]

maanse-Ling, B2610 Wilrijk, Belgium. . . *The Journal of Mayan Linguistics*, which began publication with its Spring 1978 issue, is seeking manuscripts on all aspects of Mayan linguistics. Manuscripts will be reviewed by the Editorial Board and should be submit-

ted in typed, double-spaced form. Subscription rate for the *Journal*, which will be published 2 times per year, is \$7.00 (\$4.00 for single copy). For further information write: Nora C. England, Managing Ed, Dept of Anthro, U Iowa, Iowa City IA 52242 . . . A multi-lingual technical terminology bank has been developed by the Translation and English Language Center and the Computer Science Department of Carnegie-Mellon U. The bank contains technical terms in English, German, French, Russian, and Arabic, and emphasis is on current terms, with updates provided through user input. The data base is computerized for instant access by technical translators and writers. Additional services are monthly updates of the data base and special dictionaries of various technical specialities covered by the bank. Further information is available from: C. C. Greenfield, Dir, Translation and Eng Lang Cntr, Carnegie-Mellon U, Schenley Park, Pittsburgh PA 15213. . . *The Indian Journal of Applied Linguistics (IJOAL)* is interested in articles, research notes, or book reviews in various areas of applied linguistics, including psycholinguistics, sociolinguistics, bilingualism, first/second language acquisition and pedagogy, and language planning. Although previously limited to circulation in India, *IJOAL* has recently acquired international circulation. The editor, M. P. Jain, seeks to "establish the journal along the traditions set by such journals as *Language Learning*, *TESOL Quarterly*, *International Review of Applied Linguistics*, [and] *Working Papers on Bilingualism*." Contributions and correspondence should be sent to: M. P. Jain, III/II/B3, Indian Inst of Tech Campus, New Delhi 110029, India. (Contributions should be written in English.) . . . Volume II of the *Analytical Bibliography of Language Tests*, by Jean-Guy Savard, has been published by Le Centre International de Recherche sur le Bilinguisme at U Laval. The new volume contains analyses of 495 tests, 220 new and 275 in revised editions from the first volume. Included are second language, first language, bilingual, language aptitude, and psychological tests. The *Bibliography* may be ordered from: Les presses de l'Université Laval, Cité universitaire, Sainte-Foy, PQ, Canada G1K 7P4.

NEW DIRECTIONS—from page 1

English language education (Allene Guss Crognel); foreign language education (Peter A. Eddy); language and public policy (Tracy C. Gray), and communication & publications (Begay Atkinson). John Hammer resumes his duties as Deputy Director; Roger W. Shuy, Diana Riehl, and Walter P. McIntosh continue as Associate Director, Assistant Director for Administration, and Controller, respectively.

CAL recently integrated its library with Georgetown University's, an arrangement we think will be beneficial to both institutions. CAL staff and visiting scholars will have faculty library privileges at Georgetown, and in return CAL will regularly contribute published materials to the library. A small collection of journals, reference books, and materials will still be housed at CAL.

linguists wanted

Note A fee of \$20 00 is charged for each listing of positions available at institutions Payment should accompany entry, but the school or department can be invoiced for that amount Institutions desiring to advertise their openings in the *LR* should submit their entries to the Managing Editor by the 1st of the month preceding the month of publication Advertisements are not accepted from organizations which do not subscribe to an Affirmative Action/Equal Opportunity policy The *LR* reserves the right to edit all position descriptions

The Dept of Ling at U Iowa has a tenure track opening for a beginning *asst prof*, starting Aug 1979 Appt is for a theoretical linguist whose primary research and teaching interests are in syntax and semantics Additionally, applicants should be qualified to teach general ling courses and at least 1 of the following mathematical ling, socioling, or historical syntax PhD required by time of appt Deadline for application Nov 15, 1978 Address inquiries and application to Andreas Koutsoudas, Chmn, Search Cte, Dept of Ling, U Iowa, Iowa City IA 52242

U Tubingen is inviting applications for the **Chair of Comparative Ling** in succession to Antonio Tovar, who will be retiring on Mar 30, 1979 Applicants with concentration on the interrelationship between lang and culture are desired The lang of instruction will be German Detailed applications with CV and list of publications should be sent not later than Oct 15, 1978 to Dean, Fachbereich Aliterums- und Kulturwissenschaften, Keplerstrasse 19, D-74 Tubingen, W Germany

The Dept of Ling at Stanford needs an *asst prof*, beginning Autumn 1979 Applicants should have specialization in theories of semantics and pragmatics, with interest in 1 of the following areas discourse, socioling, syntax, or universals Particular consideration will be given to candidates working on non-Indo-European langs Teaching exp preferred, especially with undergrads PhD required Send resume and materials to Search Cte, Dept of Ling, Stanford, Stanford CA 94305 Deadline Nov 10, 1978

The Dept of Ling at U Iowa may have an opening for a *theoretical linguist* with specialization in TEFL A visiting appt may be made for the Spring semester (Jan-May, 1979) The position, if available, will be filled as soon as someone suitable is found PhD required, exp highly desirable, rank open Please submit applications as soon as possible Address inquiries or applications to Robert S Wachal, Dept of Ling, U Iowa, Iowa City IA 52242

HMONG—from page 2

the language in various newsletters around the country and in France) Some comparative work in Miao-Yao and a handful of articles on tone shifting have been done. The syntax of Hmong, however, has never been systematically studied

CAL's National Indochinese Clearinghouse/Technical Assistance Center (NIC/TAC), under contract with HEW's Indochinese Refugee Task Force, has prepared 3 **Refugee Education Guides** on the language and culture of the Hmong The first, *The Hmong Language, Sounds and Alphabets*, presents general information about the people, their language, and its origin, as well as a description (based on the phonemic analysis mentioned earlier) of the phonological system of Hmong and a discussion of the alphabet devised for

Hmong use in Laos. The second **Guide**, *The Hmong Language: Sentences, Phrases, and Words*, contains a brief description of Hmong sentence structure, and a presentation of such information as typical boys' and girls' names, days of the week, and kinship terms The third, *A Glimpse of Hmong Culture and History in Laos*, contains articles on traditional Hmong village culture, an account of the Hmongs in Laos over the last hundred years, and a fairly extensive bibliography

These **Guides** are available free, and can be obtained by calling (toll-free) (800) 336-3040 or by writing NIC/TAC at the Center for Applied Linguistics

book notices

English for Academic Purposes: Papers on the Language Problems of Overseas Students in Higher Education in the UK, edited by A P Cowie and J B Heaton Reading, England, British Association for Applied Linguistics, 1977 130pp £ 4 00

This volume contains papers given at a seminar organized jointly by the Special English Language Materials for Overseas University Students Group and the British Association for Applied Linguistics and held at U Birmingham Apr 16-18, 1975 The seminar dealt with the language problems of foreign students who are studying in institutions of higher learning in Britain

The papers are divided into 3 sections The first section, "Identifying and Assessing Students," discusses the problems and needs of foreign students in Britain and the methods used for testing English language proficiency outside of Britain The 4 papers in the second section, "The Design of Syllabuses and Special Courses," deal with a rhetorical-communicative approach to syllabus design in English for Special Purposes (ESP), the social language needs of foreign students, a study skills course, and the development and assessment of an intensive English program The final section, "Course Components," is concerned with the preparation of a writing program for students of science and technology, note-taking in lectures, seminar discussion strategies, English for Academic Purposes materials development, and the problem of grammar The Appendix includes the current program of materials development in English for Academic Purposes at the universities of Birmingham and Aston

An Experience-Based Approach to Language and Reading, ed by Carl Braun and Victor Froese Baltimore MD, University Park Press, 1977 x, 284 pp \$15 75

This book presents both the rationale and methodologies for using an experience-based approach to language and reading instruction Extensive use is made throughout of examples drawn from the work of elementary and junior high school students

The bulk of the chapters contain specific classroom exercises and activities designed to utilize life experiences toward reading skills development Student participation and innovative approaches to language building are stressed Spelling and writing receive treatment in separate chapters, and there is also discussion of linguistically and culturally different children, the evaluation of student progress, and some of the criticisms of the experimentally oriented approach

The combination of practical classroom suggestions with underlying educational rationale will make this book useful to both the novice teacher and the seasoned classroom innovator

The Italian-American Child: His Sociolinguistic Acculturation, by Lawrence Biondi Washington DC, Georgetown University Press, 1975 viii, 160pp

This study sought to investigate the manner in which mono-

lingual and bilingual children of the Boston North End Italian-American community speak English, and the manner in which they learn the rules for social interaction. The thesis of the study is that language socialization and acculturation are parallel processes subject to normal linguistic constraints, and that each process affects the other.

The sixty informants represented a cross-section of randomly-chosen first-, fourth-, and eighth-grade bilingual and monolingual male and female students. An interview was used to elicit personal information and information about language usage and attitudes. Three variables were selected for analysis: (1) voiced and voiceless interdental fricatives; (2) word-final consonant cluster simplification; and (3) concord of third person noun/pronoun with third person singular present tense verbs. Correlations between these variables and social factors such as grade-age, sex, and ethnicity, indicate a clearly-marked pattern, and the author concludes that North End children are sensitive to non-linguistic social factors.

In addition, an analysis of language maintenance and language shift in the bilingual children concludes that there is a well-marked language choice pattern operating on the basis of a distinction between "familial" and "outside of the familial" settings. Finally, the language attitudes study, which sought to measure North End children's attitudes toward several socio-ethnic speech samples, resulted in three hierarchically stratified dialects: Standard American English, Nonstandard Italian-American English, and Nonstandard Black English, in that order.

The Context of Foreign-Language Learning, edited by A. J. Van Essen and J. P. Menting with the assistance of T. Heron-Muller Assen, *The Netherlands, Van Gorcum & Company, 1975* 193pp Dfl. 36

Contains 13 papers presented at a conference at the Institute of Applied Linguistics of the University of Groningen in 1973. The conference focused on a discussion of the most controversial issues in the teaching of foreign languages. Such topics as motivation, first and second language acquisition, contrastive analysis, age and language learning, and insight vs. skill are covered. Some of the authors represented include A. Cohen, A. D. de Groot, E. M. Uhlenbeck, and D. A. Wilkins. These papers are the original lectures given and are printed with the ensuing discussions. This book will be of particular interest to foreign language teachers as well as to psycholinguists and researchers in second language acquisition.

Introduction to Contemporary Linguistic Semantics, by George L. Dillon (*Foundation of Modern Linguistics Series*) Englewood Cliffs, NJ, Prentice-Hall, 1977. xvii, 150pp \$6.95

This textbook focuses on semantics as the term is understood in linguistics. It is concerned with work done in the last 15 years and assumes no background in logic or syntax. The book deals with the following topics: meaning of a word; how children learn word meanings, decontextualization; the structure of words; modification of words, semantic roles such as agent, instrument, object and subject; negatives, quantifiers, and connectives in logic and language, pragmatics. Each chapter includes a set of exercises and problems, with solutions provided in an appendix. The book provides a fairly comprehensive introduction to linguistic semantics, written in clear prose. A glossary of technical terms is also provided.

A Basic Course in Gulf Arabic, by Hamdi A. Qafisheh, Tucson, AZ, U. Arizona Press, 1975. xxii, 482pp \$7.95

An introductory textbook to Gulf Arabic—the colloquial Arabic spoken by the educated indigenous populations of the United Arab Emirates. This type of Arabic is similar to that spoken in Qatar and Bahrain. Contains 42 units which are mostly arranged into a Text section (generally a dialogue or a short narrative), a vocabulary list, a section on pronunciation problems (based on a contrastive study of the sound systems of American English and Gulf Arabic), a grammatical section which explains in rather non-technical language, structures found in the text, and a set of drills—usually substitution or transformation. Arabic script is not used in the textbook since the focus is on oral proficiency. A modified phonemic transcription is employed. The author recommends this textbook be used in conjunction with a language specialist

trained in contrastive analysis who is fluent with any variety of spoken Arabic.

A Short Reference Grammar of Gulf Arabic, by Hamdi A. Qafisheh, Tucson, AZ, U. Arizona Press, 1977. xxii, 274pp \$5.95.

An outline of the phonology, morphology and syntax of Gulf Arabic, based on the author's field work in Abu Dhabi, Bahrain, and Qatar. Intended audience includes students of Arabic interested in Gulf Arabic and linguists specializing in Arabic dialects. The major sections of the book include "The Phonology of Gulf Arabic," "The Morphology of Gulf Arabic," and one section on syntax. There is also a section of sample texts. Arabic script is not employed in the outline; instead a modified phonemic system is made use of.

Amsterdam Studies in Linguistics

A Grammar of the Icelandic or Old Norse Tongue, by Rasmus Kristian Rask. (*Amsterdam Classics in Linguistics, 2.*) 1976. liv, 280 pp. Hfl. 66.

Together with Bopp and Grimm, Rask was one of the founding fathers of modern historical linguistics. This new edition of one of Rask's classics includes an article by Thomas L. Markey on Rask's life and work and a select bibliography of Rask's publications.

The Development of Morphophonemic Theory, by James Kilbury. (*Studies in the History of Linguistics, 10.*) 1976. viii, 155 pp. Hfl. 40.

Because morphophonemic theory necessarily focuses on perennial questions of linguistic structure and analysis, this history of its development was written in the hope that a fuller understanding of earlier work will help to clarify present-day issues. The study begins with an examination of the classical Greek, Latin, Sanskrit, and Arabic traditions and then proceeds to the European and American theories of the last one hundred years.

Cultivated Plants and Domesticated Animals in their Migration from Asia to Europe: Historico-Linguistic Studies, by Victor Hehn. (*Amsterdam Classics in Linguistics, 7.*) 1976. lxxv, 523 pp. Hfl. 115.

This is a new edition of Hehn's classic, which marked a new epoch in the investigation of Indo-European prehistory. It was Hehn who for the first time combined the tools of comparative linguistics and the direct historical approach. This volume also contains a long article by James P. Mallory on the history of research on the attempt to determine the Indo-European homeland.

In Memoriam Friedrich Diez: Aften des Kolloquiums zur Wissenschaftsgeschichte der Romanistik, Trier, 2.-4. Okt. 1975, edited by Hans-Josef Niederehe and Harald Haarmann, with the assistance of Liliane Rouday. (*Studies in the History of Linguistics, 9.*) 1976. viii, 508 pp. Hfl. 80.

The contents of this book are set into perspective by an article by A. Morkel on the important role of the history of science in shedding light on the crucial issues facing contemporary theorists. This volume contains 19 articles in German, French, and English on a variety of topics in the history of Romance linguistics from the 13th through the 20th centuries. Contributors include Bonfante, Brekle, Chevalier, Koerner, Stefanini, and Wunderli. Among the many issues treated are those dealing with Cordermoy, Saussure, Ascoli, and Vossler. A subject and name index is appended.

Studies in the Grammatical Tradition in Tibet, by Roy A. Miller. (*Studies in the History of Linguistics, 6.*) 1976. xix, 142 pp. Hfl. 40.

This volume brings together, with additions and corrections, a number of Miller's previously published articles on the history of the grammatical tradition in Tibet. A selected bibliography and indices of names and grammatical terms are provided.

Sprachbund. (The German area program will permit students to study linguistics in German, but the remainder of courses will be taught in English.)

Administering the Institute are Gaberell Drachman, Director (U Salzburg); Robert Stockwell, Associate Director (UCLA); and Lyle Jenkins, Assistant Director (U Vienna). Members of the planning committee include (in addition to Drs. Drachman and Jenkins): P. Hummer, J. Hutcheson, A. Malikouti-Drachman, O. Panagl, F. Praher, I. Reiffenstein, and M. Wandruszka.

As is usual with Institutes, there will be forum lectures throughout the 6 weeks focused on the general topics of biology and language. In addition, weekend seminars are planned on Animal and Human Communication (Lorenz) and Communication in Bees (Lindauer). The planned Institute/Summer School course content includes the following:

Core courses: articulatory phonetics, theory of phonology, theory of morphology, introduction to syntax, introduction to semantics, introduction to historical linguistics, historical phonology, historical morphology, historical syntax, field methods, introduction to language, and introduction to sociolinguistics.

Focus courses: introduction to psycholinguistics, first language acquisition, language retardation, linguistics and genetics, neurolinguistics, aphasia, second language acquisition, models of production and perception, memory systems, Cartesian linguistics,

Piagetian studies in cognitive development, and language of the deaf.

Area courses: (a) German dialectology, sociophonology of Austrian German, Swiss multilingualism, German phonology, German syntax, French phonology, and French syntax. (b) Topics in the phonology, morphology, and syntax of individual Balkan languages and a seminar on the Balkan Sprachbund.

Topic courses and seminars: problems of phonology, history of English phonology, word formation, extended standard theory, mathematics for the linguist, Montague grammar, x-bar theory of syntax, categorical grammar, trace theory of syntax, interpretive semantics, history of linguistics, problems of language variation, argumentation in linguistics, contrastive linguistics, the grammar as a lexical transformation, idiomacity, and introduction to Amerindian languages.

Workshops. German grammar, contrastive analysis (Polish, Romanian, Serbo-Croatian/English), process phonology, syntax and semantics of auxiliaries, and linguistics and the philosophy of science

Tuition: Austrian shillings (Os) 3,350 (approximately \$224.00), with non-returnable registration fee of Os 250. **Residence:** rooms (double occupancy only) range from \$6.00-\$10.60 (approximately) per day, including breakfast.

As usual, the Summer Meeting of the Linguistic Society will be held in conjunction with the Institute, running from August 2-4 and jointly with the 5th Salzburg Tagung (Psycholinguistics).

Further details on the Institute will appear in the October 1978 *LSA Bulletin*. To be put on the mailing list to receive additional information on the Institute write: LSA Secretariat, 1611 N Kent St, Arlington VA 22209. Brochures fully describing the Institute will be available in December 1978.



TITLE VII—from page 4

lingual programs develop and exist in districts that differ markedly in terms of variability of linguistic needs, demographics, availability of well-trained teachers, adequate curricula, district commitment, and level of politicization of constituencies."

According to O'Malley, future evaluations of bilingual programs should assure the use of common definitions for both limited English speaking students and bilingual education programs. In the authorizing legislation and regulations, "a program of bilingual education" is defined as one which has instruction in both English and the home language in subject areas and demonstrates appreciation of the home culture of the students. The regulations also stipulate parental involvement and grouping procedures. In future studies, attempts must be made to assure that the projects being studied have met these requirements. In addition, a standard definition of limited English speaking ability, designed to meet the specifications of the various state agencies, will need to be created. O'Malley believes that a test will be available later this year which can be used to assure a common definition of "limited English speaking" in future evaluations.

The 11th Annual Meeting of the British Association for Applied Linguistics will be held Sept 9-11, 1978 in Cardiff Theme: Bilingualism Speakers and topics include: social linguistics and bilingual education (Kenneth Pike, SIL), Welsh in Wales (Eric Evans, Dir, Natl Lang Unit of Wales), bilingualism and ethnic minorities in Britain (Verity Khan, SSRC Research Unit on Ethnic Relations); bilingualism in a two-year-old child (Francisco and Charlotte Ariza, Manchester Polytechnic); aspects of a Spanish adult's acquisition of English (Arthur Hughes, U Reading), bilingualism and trilingualism in children (Philip Riley, CRAPEL, U Nancy); English in Wales, surveys for curriculum development (Derek Sharp, U Coll of Swansea). Write: Mary Willes, W Midlands Coll, Walsall, UK

A call for papers has been issued for a **Conference on Muskogean Languages and Linguistics**, to be held Oct 19, 1978 at U Oklahoma (preceding the Mid-America Linguistics Conference). Papers are solicited on any topic relating to Muskogean languages or linguistics—synchronic or diachronic analyses, dialects, lexicon, bilingual projects, areal features, theoretical problems, etc., as well as on other southeastern Indian languages—Catawba, Cherokee, Gulf, S.E. Siouan, Shawnee, Yuchi—and on the diffusion of linguistic features across genetic boundaries in the Southeast Send 2 copies of 1-page abstract by Sept 8, 1978 to: James M. Crawford, Dept of Anthro, U Georgia, Athens GA 30602.

A call for papers has been issued on the topics of *linguistic aspects of bilingualism and bilingual/bicultural education* to be presented at the **2nd Symposium on Spanish and Portuguese Bilingualism**. The symposium, to be held Nov 17-18, 1978 in Miami Beach, will also feature discussion groups on Portuguese in the U.S., public policy and bilingualism, bilingual and

multicultural curricula, Afro-Hispanic literature and culture, Hispanic minority literature, Cuban American literature, Spanish for Spanish-speakers, and teaching a second language to adults Abstracts for papers (to be no more than 25 minutes in length) should be sent by Sept 15, 1978 to: Frances M. Aid, Dept of Mod Langs, Fla Intl U, Miami FL 33199. For registration information write: Yillian C. Coppolechia, Bilingual Coll Prog, Miami-Dade Community Coll, 300 NE 2nd Ave, Miami FL 33132.

A Colloquium on Determination will be held Feb 21, 1979 at U Antwerp. Papers on determiners (their meanings, presuppositions, implicatures, and synchronic and diachronic universals) are being invited, and the Proceedings will be published. Send abstracts before Nov 31, 1978 to: Johan Van der Auwera, U Antwerp (UIA), Germaanse, B-2610 Wilrijk, Belgium

The College of the Virgin Islands and Indiana U are jointly organizing a **Conference on Directions of Theoretical Orientations in Creole Studies**, to be held Mar 28-31, 1979 on the St Thomas campus of the College The conference format will provide for sessions devoted to the presentation, in summary form, of invited position papers on 1 of the following topics: analyzing variation in creole languages, structural expansion and the process of creolization, lexical expansion in creole languages, decreolization and the post-creole continuum, creolization and linguistic change, directions in sociolinguistic research, models for educational policy in creole speaking communities, and the standardization and instrumentalization of creole languages. Those wishing to participate as discussants for a particular session should submit the title of their intervention paper and a 200-word abstract by Oct 1, 1978 to: Albert Valdman, Dept of Ling, Lindley 017, Indiana U, Bloomington IN 47401

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

The *Linguistic Reporter*, a newsletter for all those concerned with linguistics and its application to practical problems is published 9 times a year. Subscriptions are entered on an academic year basis only with each new volume beginning in September and concluding in June of the following year. Editorial communications, advertising inquiries, and books for review should be directed to the Managing Editor *Linguistic Reporter* CAL 1611 N Kent St Arlington VA 22209. Communications concerning subscriptions should be directed to the Subscriptions Secretary at the same address. Permission is granted for quotation or reproduction from the *LR* provided acknowledgement is given. Subscription rates \$6.00 \$8.00 (foreign surface

mail) \$11.00 (domestic and Canadian airmail), \$16.00 (foreign airmail)

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LANGUAGE IN EDUCATION: a new concept in resource materials

Language in Education: Theory and Practice is a new series of papers published under the joint auspices of the ERIC/CLL Clearinghouse on Languages and Linguistics and the Center for Applied Linguistics. The series includes practical guides for classroom teachers, extensive state-of-the-art papers, topical discussions, and selected, annotated bibliographies for use by anyone concerned with the education profession. Papers are written by recognized authorities in languages and linguistics who deal with current issues in their specialties. The new series is a must for all professional libraries--public, private, and personal.

Language in Education: Theory and Practice is an important new first because it is available on a subscription basis--Fall through Summer. The first (1977-78) edition began in January 1978, and as a special trial offer, you can receive 12 original titles by the end of Summer 1978 at the low price of \$32.00 (papers retail individually for \$2.95-\$3.95, depending on length).

The first 5 titles in the series are available immediately, others will be published in July and August. A complete list of titles is given below. A subscription to **Language in Education: Theory and Practice** is one of the easiest, most economical ways to keep up with a rapidly moving field. And to help make it even easier, we are pleased to offer an accompanying subscription to **The Linguistic Reporter** at a reduced rate. Nine times during the academic year, **The Linguistic Reporter** brings news on recent developments in bilingual education, sociolinguistics, language teaching and learning, psycholinguistics, language planning, ESL, and more. By subscribing to **Language in Education: Theory and Practice**, you can receive 9 issues of **The Linguistic Reporter** for \$4.00 instead of \$6.00.

Note: Papers may also be ordered individually, with a \$1.50 postage and handling charge on orders under \$10.00.

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TESOL To Hold Summer Institute

TESOL (Teachers of English to Speakers of Other Languages) will hold its first annual Summer Institute at UCLA from June 25 to August 3, 1979. The Institute will provide opportunities for graduate and post-graduate students to participate in seminars on Discourse Analysis/Language in Context, Second Language Acquisition, Language Testing, Language Planning/Language Policy, Classroom Analysis/Interaction Analysis, Computer Assisted Instruction, Neurolinguistics and Second Language Learning, Research Design and Analysis, TESL-Bilingual Education, English for Specific Purposes, Program Administration, and Materials Development.

The Institute will also offer the following basic courses: Introduction to General Linguistics, English Syntax, Contrastive/Error Analysis, Composition/Reading in TESOL, and Language Teaching Methodology. (Faculty appointments for these seminars and courses will be announced in December 1978.)

In addition to the seminars and courses mentioned above that may be taken for academic credit, the Institute will offer weekly or bi-weekly plenary sessions. These one-hour presentations will provide a forum for

MLA NAMES NEW DIRECTOR

Joel O. Conarroe, former Professor of English at U Pennsylvania, has been named Executive Director of the 30,000-member Modern Language Association of America (MLA). Conarroe will succeed William D. Shafer, who has assumed the post of Executive Vice Chancellor at UCLA after serving as Chief Executive of the MLA since 1971. Conarroe's appointment as eleventh Executive Director of the ninety-five-year-old organization was announced on August 4 by the Association's President, Walter J. Ong (St. Louis U).

Conarroe has spent most of his academic career at U Pennsylvania, having joined the faculty there in 1964. He was Chairman of the English Department from 1973-77 and also served as University Ombudsman for two years.

A graduate of Davidson College, Conarroe received his MA from Cornell and his PhD from New York U. He has been the recipient of Woodrow Wilson, Danforth, and Guggenheim fellowships and has spent four summers as a fellow of Yaddo, the writer's colony in Saratoga Springs NY. Conarroe has published widely in the field of contemporary and modern poetry and fiction; his most recent publication is *John Berryman: An Introduction to the Poetry*.

papers presented by distinguished scholars in disciplines related to TESOL. Some 10 to 12 such papers will be scheduled.

Also planned for the 1979 Summer Institute will be the first Summer TESOL Convention. Presently the dates set aside for the Convention are either July 13-15 or July 20-22. The Convention will be coordinated with the Summer Institute but will also have many of the features of the traditional TESOL Winter Conventions. Additional information on both the Summer Institute and the Convention will be distributed soon. (Subsequent TESOL Institutes are planned for 1980 and 1981 at U New Mexico and Georgetown U respectively.)

See TESOL—7, Col 2

JOSUE GONZALEZ TO DIRECT OE'S BILINGUAL ED OFFICE

Josué González, formerly Associate Professor of Education and Coordinator of Bilingual Chicano Studies at Southern Methodist U, has been appointed Director of the Office of Bilingual Education, U.S. Office of Education. In announcing the appointment August 26th in McAllen, Texas, Vice President Walter Mondale described Gonzalez as "one of the Nation's most distinguished educators."

González is widely regarded as an expert in the field of bilingual-bicultural education and has testified at numerous Congressional hearings. He has served as Director of Special Studies for the U.S. Senate Select Committee on Equal Educational Opportunity, Director of the Bilingual Program Development Center for the San Antonio Independent School District, and Director of the Institute for Bilingual Education at Chicago State U. Additionally, he has been a member of the Board of Directors of the Mexican American Legal Defense Education Fund and of the Board of the Latino Institute in Chicago.

González received his BA and MA degrees from Texas A&I U and holds an EdD in Educational Administration with emphasis in Bilingual/Bicultural Education from U Massachusetts-Amherst.

The Center and Georgetown University will co-sponsor this year's GU Roundtable on Languages and Linguistics, which will be held on March 22-24, 1979. The theme of the Roundtable will be "Language and Public Life." Further details will appear in a subsequent issue of the LR.

Martin Joos: In Memoriam

Martin Joos died on May 6, 1978, a few days before his seventy-first birthday. The following memorial statement was written by H. A. Gleason, Jr. (U. Toronto).

Martin Joos received his PhD from the University of Wisconsin in 1941. He taught at the University of Toronto from 1938 to 1942 and from 1967 to 1972, and at his alma mater from 1946 to 1967. From 1942 to 1946 he was employed in secret work in Washington. (Much later, as an outside expert, he wrote the definitions for cryptanalytic terms for Webster's Third New International.) On leaves of absence he served as a project director for the American Council of Learned Societies, as Fulbright lecturer at the University of Zagreb, and as Acting Director at the Center for Applied Linguistics.

Such a career is not unusual, in outline, for a linguist of his generation. But most of the details are. For example, his undergraduate work was in electrical engineering, but he dropped out of the university in his senior year and never received a bachelor's degree; he was a few years later invited back by special arrangement for graduate studies in German.

There is no one great contribution for which he has been honoured or by which he will be remembered, nor even a cluster of related ones. Rather, his substantive contributions were widely scattered over the fields of linguistics and philology, so diverse that few realize the total magnitude. Only the briefest mention of a small selection is possible here.

Joos' electrical engineering background, combined with the fortunate circumstance that he had had access to the sound spectrograph before it came into the public domain, made him appreciate immediately the new possibilities for phonetics. His *Acoustic Phonetics* in 1948 introduced the linguistic profession to a whole new realm of data and ideas, the importance of which is not even yet fully appreciated by many linguists. It is a model of presentation of technical material to an audience of a very different, also technical, background. It has had a remarkable longevity in a rapidly developing field.

His work on lexicography and/or lexicology profited by more practical experience than most of that by linguists and more reflection than that by most lexicographers. (Joos never accepted the still too popular separation of theory from application, so that his theoretical work tends to be more applied, or at least applicable, than suited most tastes, and his applied work so theoretical as to stand quite apart from other of its time and circumstance.) His paper *Semology*, written in 1958, was perhaps his most important in this field.

The English Verb, form and meaning (1964) was a landmark contribution to the analysis of English. If some of it seemed only reformulation of state-of-the-art for its time, it was because Joos had contributed informally so much to the thinking of his colleagues.

Indeed the greatest part of Joos' contribution was always of that sort. At meetings, at institutes, in after-meeting discussions, and wherever linguists got together, Joos always had something to contribute. Often he anticipated interests or ideas that were only much later to be taken up. (Few there were that had more of this sort of undocumented influence.)

As an undergraduate he studied Spanish and became active in the Spanish Club. Conversing with native speakers he discovered conversational signals and observed how their use differed from that in his native English and German. He observed how misuse (or non-use) by "fluent" non-natives sometimes interfered with communication. He also found that few linguists or language teachers knew much about them or even saw why they were interesting and important. Through his career he would discuss the matter with anyone who would listen. (And Joos had a way of commanding a hearing!) The matter is mentioned in his *Five Clocks* (1962) along with a number of other seminal suggestions. His incessant discussion must have laid some of the groundwork for later interest and work in conversational strategies, though the influence is untraceable.

During his graduate student days Joos supervised a project to prepare a word index to James Joyce's *Ulysses*, and then to Goethe's *Faust*.

His engineering approach led to careful design of procedures and to the application of Hollerith sorting machines. This was, of course, a fundamental step toward computer-managed computational linguistics, but again the influence would be difficult to trace.

Joos always had a strain of functionalism in his thinking. He laboured to introduce the concept of homeostasis into linguistics in the anti-functional fifties or the still more strongly anti-functional sixties. He repeatedly summarized a major principle of language change by "Business as usual during alterations." He saw the virtues of redundancy when most of his colleagues saw only the vices, proposing, for example, what he called Joos' First Law: "That meaning is most probable that adds least to the context."

Among his many services to the profession, pride of place must go to his compilation of *Readings in Linguistics* (1957). He served the Linguistic Society of America in various ways, including a term as Vice-President. (The LSA has only recently taken up the practice of promoting Vice Presidents to the Presidency.) His 1964-1965 term as Acting Director at the Center for Applied Linguistics was not only indicative of his acceptance of applied linguistics as a part of the discipline—an attitude then a little suspect among many leading linguists—but an opportunity for real service. He left his mark in a much expanded concern with social dialects, and expansion of other activities undergirded by a major grant from the Ford Foundation.

At the ACLS he directed the typewriter composition of a series of textbooks in a wide assortment of languages and several scripts, in each case mixed with spelled and transcribed English. That required complex modifications on keyboards, and with this Joos was in his element. The company which manufactured the machines insisted on supplying special types soldered to typebars because, they claimed, only so would they be aligned to their standards. On several occasions Joos found that they were not aligned to his standards, and so unsoldered them and resoldered them. He was in every detail of his work a perfectionist. He never ceased to think as a highly innovative (and hence slightly un-

See Joos—5, Col 2

Children's Functional Language and Education in the Early Years

by Frank Humphrey
CAL Research Associate

A recently concluded CAL research project shows the ways that theoretically derived linguistic insights can contribute to and benefit from basic educational research, and demonstrates the need for language scholars to undertake such research as a primary rather than a derivative goal. Under a grant from the Carnegie Corporation, and with the cooperation of an independent elementary school in Washington, DC, sociolinguists, ethnographers, psycholinguists, and specialists in nonverbal communication conducted research in 1975-1978 on "Children's Functional Language and Education in the Early Years." Under the direction of project heads Peg Griffin and Roger W. Shuy, the research staff videotaped a wide range of naturalistic school situations in grades Nursery through 3, augmenting these with ethnographic reports and elicited instances of children's functional language use. Cooperative teacher/linguist research projects and teacher interviews provided a sense of camaraderie between the teachers and researchers and allowed for an intimate view of the educational process from multiple vantage points.

While it is impossible to condense the project's conclusions into a brief overview, it is possible to give a sketch of the general topics investigated and the general directions which seem the most promising for future linguistically based education research. The project can be characterized as consisting of final report chapters focusing on children's language, teachers' language, types of educational events, reading and writing events, and cooperative linguistic and educational research programs.

Children's Language

In "Teachers' Perceptions and Children's Language Use," Donna Christian and Rosemary Tripp investigated "effective language use," especially as revealed in the "request for clarification" in child-child interaction. Their findings demonstrate that any study of the effect of teachers' assessments of children's language upon the language children use must consider complex contextual factors and be founded in rigorous structural and functional investigation of the actual language used in the classroom. Rosa Montes, in "Extending a Concept: Functioning Directively," examined the range of utterances children in various grade levels used in a structured situation, one in which a child would direct another child or the teacher to return an object (such as a favorite toy) over which the speaker has rights. Incorporating speech act and conversational implicature literature, Montes developed a functional analysis of the direct, indirect, inferred, and nonverbal directive strategies the children used, and cross-referenced these strategies according to variables of sex, grade level, perceived language use ability, and urgency of the directive. Montes and Christian/Tripp point out developmental trends in the acquisition of such language functions.

Teachers' Language

In "Teacher-Student Interaction and Teachers' Expectations of Students' Communicative Competence," Louise Cherry analyzed eight kindergarten lessons using a coding system similar to those of recent classroom interaction studies, and found limited support for a teacher-expectation model which would hold that teachers interact differentially with students whom they regard as differentially competent in communication skills. Margaret Bruck, in "A Naturalistic Study of the Directive Control Strategy in Two Kindergarten Classrooms," investigated the language strategies teachers use to make students terminate actions perceived as disruptive. Utilizing a similar coding framework and the same data that Cherry used, Bruck examined the structure of teachers' directives, children's (non)compliances, and teachers' feedback, and compared the interaction of these classroom language functions with variables of students' sex, teachers' perceptions of students' language use abilities, and time of year of data collection.

Types of Educational Events

In "Talk and Task at Lesson Time," Peg Griffin and Frank Humphrey applied 10 discourse analytic constructs to 10 "basic skills" kindergarten lessons, and demonstrated the task-orientation of lesson participants by examining teachers' elicitation, evaluation, turn-allocation, and sanctioning procedures. Griffin and Humphrey reveal the intricacy of lesson discourse through micro-analysis of teachers' turn-allocation and evaluation procedures, and show how lesson discourse features, such as "recyclable" tasks, work to keep the lesson on track and progressing smoothly. Marjorie Wertz, in "Turn-Taking Processes: Interruptions for Help in the Third Grade," examined ways that third grade children get, sustain, and terminate turns at getting help from teachers when they are working with other children, and looked particularly at the kinesic and spatial behaviors used in stages of the turn-taking process. She details the stages and attendant verbal and nonverbal features of this teacher-child interaction, and demonstrates how teachers and children constantly negotiate social order in the classroom. In "Activity between and within Activities: Transition," Stephen Cahir describes approaches to segmenting the stream of interaction and talk by locating the transitional points and applies them to schooling and school lessons. Using a cross-grade level corpus of videotapes and observer ethnographic reports, Cahir shows how transitional activity predisposes those involved for a next upcoming activity, and how such "pre-ing" is realized through behavioral and language cues which show that a shift in focus is upcoming and ongoing.

Reading and Writing Events

In "Language Arts," Peg Griffin and Cecilia Freeman examine the events and materials through which
See Children's—8, Col 1

Invited speakers at N-WAVE 7 are: William Labov (U Pennsylvania), Gillian Sankoff (U Montreal), Georgia Green (U Illinois), John Ross (MIT), Pascale Rousseau (U Montreal), and Beatriz Lavandera (Stanford).

The 1978 Annual Meeting of the American Dialect Society, to be held jointly with the N-WAVE Convention at Georgetown U (see Meetings and Conferences list), will focus on "Roles and Varieties of American English." Among the featured speakers will be Frederic G. Cassidy (Ed, *Dictionary of American Regional English*); Alan Jabbour (Dir, Library of Congress Cntr for Amer Folklife); Fred Emery (Dir, Federal Register); and Rosario Gingras (CAL and Natl Clearinghouse on Bilingual Ed). As a special feature, a tour of the Library of Congress, to be held Nov 2, will introduce the Library's resources in dialectology to interested participants. For further information write: Rex Wilson, Sec, Amer Dialect Society, U Western Ontario, London, Ont, Canada N6A 3K7.

The 26th Annual Northeast Conference on the Teaching of Foreign Languages will meet Apr 19-22, 1979 in Washington DC. Chaired by Paul D. Cincinnato (Farmingdale Public Schools), the conference's theme is "The Foreign Language Learner in Today's Classroom Environment." Principal speakers are: Wilga M. Rivers (Harvard), "Educational Goals of Today vis-a-vis the Foreign Language Learner"; Carol Hosenfeld (SUNY-Buffalo), "Goals and Learning Styles of the Foreign Language Learner"; Gilbert A. Jarvis (Ohio St U), "Goals and Teaching Strategies of the Foreign Language Teacher." For registration and program information

contact: NE Conf on the Tching of FLs, Dept N, Box 623, Middlebury VT 05753.

The Society for Research in Child Development will sponsor an interdisciplinary Summer Institute on the Origins and Growth of Communication from June 10-July 6, 1979 at U Delaware. The institute will focus on infancy and the preschool period and is open to advanced doctoral students and postdoctoral faculty with a commitment to research in communication. (Support for travel and living expenses will be provided by funds from the Carnegie Corporation.) Write: Frank B. Murray, Chair, Selection Cte, 221 Willard Hall, U Delaware, Newark DE 19711.

An International Conference on Social Psychology and Language has been scheduled for July 16-20, 1979 at U Bristol. Planned under the auspices of the Social Psychology Section of the British Psychological Society, the conference's goal is to provide a forum for the centralization and cross-fertilization of a wide range of ideas and to promote the emergence of a distinctive "social psychology of language." Along with presentations by invited speakers, the conference format will provide for symposia on the following topics: sex roles and language, language acquisition, social class and language, language and communicator styles, nonverbal communication, ethnicity and language, bi- and multilingualism and code switching, conversation and interpersonal communication, personality and language, and temporal aspects of speech. Papers are being invited, and abstracts (approx. 200 words) should be submitted to: Howard Giles, Psych Dept, U Bristol, Berkeley Sq, Bristol BS8 1HH, England.

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Language Science/Language Teaching/Language Learning

NEWS BRIEFS—from page 8

the Editorial Preface. *Communication & Cognition* is a quarterly journal published by the Werkgroep voor de studie van Communicatieve en Cognitieve Processen (Group for the Study of Communication and Cognition) at U Ghent, Belgium. Its orientation is interdisciplinary, with articles accepted which are "investigations from applied sciences, biology, computer science, history, philosophy, psychology, sciences of language and of literature, sociology, in so far they seem relevant to the study of communication and cognition." . . . When foreign language teachers were asked to write essays on "The Role of Women in Foreign-Language Textbooks," their contributions revealed remarkably similar situations. According to the *Alsed Newsletter* (March 1978), "women are portrayed in a way which does not correspond to their role in everyday life—and this holds true for the USA, for Hungary, for Thailand as well as for Ireland." These winning essays in the FIPLV (Fédération Internationale des Professeurs de Langues Vivantes) contest have been collected and edited by R. Freudenstein. *The Role of Women in Foreign-Language Textbooks* is available from: AIMAV/Didier, U Gand, Dept de Methodologie et de Littérature Française, Blandijnberg 2, 9000 Ghent, Belgium. . . . The Unesco Office of Statistics, in cooperation with the Regional Office of Education in Santiago, is collecting adult education

statistics for a four-country area (Bolivia, Colombia, Ecuador, and Peru) with the goal of publishing a *Practical Guide to the Collection of Out-of-School and Adult Education Statistics* (in Spanish: *Guía práctica para el acopio de datos educativos sobre educación extraescolar y de adultos*). The Guide will aid other countries in overcoming common problems in collecting statistics, such as defining terms and determining reporting periods. It will be translated into the working languages of Unesco and will be used for other adult education projects anticipated in Africa and Asia in 1979. In addition, projects for establishing literacy program statistics are being undertaken in Brazil, Sierra Leone, Tanzania, and India, with a special *Manual on Statistics for Literacy Programmes* to be published in English, French, and Spanish. Further information on the project is available from: Div of Statistics on Ed, Unesco, 7 place de Fontenoy, 75700 Paris, France. . . . *Talanya*, the annual journal of the Linguistic Society of Australia, invites contributions on Australian English, Australian aboriginal and immigrant languages, and language situations in Southeast Asia and the Pacific. Subscription rate for 1978 is A\$5.00, with checks to be made payable to the Linguistic Society of Australia. Correspondence and subscriptions should be sent to: *Talanya*, Dept of Ling, Monash U, Clayton, Vic 3168, Australia.

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Number 3

a newsletter in applied linguistics

The Linguistic REPORTER

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LSA Meets in Boston AAAL Holds Concurrent Meeting

The 53rd Annual Meeting of the Linguistic Society of America will be held in Boston on Dec 28-30. In addition to 15-minute papers on a wide range of topics, the program also includes 2 colloquia: *A New Approach to Logical Types for Natural Language*, chaired by Edward L. Keenan and Leonard M. Faltz (UCLA) and *Empirical Evidence Distinguishing Some Current Approaches to Syntax*, chaired by David M. Perlmutter (U Cal-San Diego). The regular sessions will include papers on the following topics: Dec 28 (morning)—Psycholinguistics, Syntax/Semantics; Dec 28 (afternoon)—Sign Language/Psycholinguistics, Syntax, Discourse Analysis; Dec 29 (morning)—Syntax/Semantics, Syntax, Phonetics/Phonology, and Historical Linguistics; Dec 30 (morning)—Discourse/Psycholinguistics, Discourse/Stylistics, Sociolinguistics, and Indo-European. The Presidential Address, "Fundamental Phonological Units," will be delivered by Peter Ladefoged (UCLA), following the LSA business meeting on Friday afternoon.

The Annual Meeting of the American Association for Applied Linguistics (AAAL) will be held in conjunction with this year's LSA meeting, on Dec 28, with a business meeting scheduled for the afternoon and an evening plenary session featuring Charles A. Ferguson (Stanford) speaking on "Language Problems in Applied Linguistics." Other speakers and their topics include: "Deictic Orientation and Spider Man," B. G. Campbell (Drake U); "Contrastive Rhetorics," Robert B. Kaplan (USC); "Computer-Based Hindi Teaching," Tej K. Bhatia (U Illinois); "Three Sources of Variance in L₂ Research 'Attitude' Measures," William R. Acton (U Michigan); "Functional Use of Language and the Second Language Classroom," Barbara F. Freed (Philadelphia, Pa.); "Formally and Informally Acquired English: Contrasts in Vietnamese-English Bilingualism," Bruce T. Downing (U Minnesota); "Intelligibility in Non-Native Varieties of English," Cecil Nelson (U Illinois); "Object and Person in a Lyric Text," Emily Klöner (Harvard); "Pragmatics in a Model of Literary Competence," Ellen Schaubert (Northwestern U) and Ellen Spolsky (U New Mexico); "The Recognition of Point of View Conflicts in Narrative," Douglas A. Flahive (Colorado St U); "Modality Interference with the Writing of English," Philip Jones (U Illinois); "The Relationship between the Ability to Perceive Musical Pitch and Linguistic Pitch: Psycholinguistic Experiments with Neurolinguistic Ramifica-

tions," Thomas Scovel (U Pittsburgh); "Compensation and Catastrophe: The Problem of Motor Equivalence in Vowel Production," James S. Noblitt (Cornell U).

Registrants for either LSA or AAAL will be entitled to attend both meetings.

CONFERENCE EXPLORES LANGUAGE SPREAD

A small, international group of language specialists recently spent three days in the Welsh town of Aberystwyth discussing the phenomenon of language spread. They explored the factors which affect the increase or decrease in the use of particular languages or language varieties, and considered different patterns of language spread and related language policies. The concept of "language spread" offered a new and productive focus for considering many sociolinguistic questions of multilingual communities and varied patterns of language use. The conference, held Sept 12-14, was jointly sponsored by the University College of Wales-Aberystwyth and the Center for Applied Linguistics, with financial support contributed by the Ford Foundation and the International Development Research Cen-

See Conference—3, Col. 2

AILA ELECTS OFFICERS

The International Committee of the International Association of Applied Linguistics (AILA) has elected its new Board for 1978-1981. The election took place during the 5th AILA Congress in Montreal in August.

The officers are: *President:* Guy Rondeau (Canada); *Vice-Presidents:* Antonio Zampolli (Italy), Gerhard Nickel (W. Germany), Jan Svartvik (Sweden); *Honorary Vice-President:* Max Gorosch (Sweden); *Secretary-General:* Alan Davies (Great Britain); *Treasurer:* Jean-Pierre Métral (Switzerland); *Secretary-General-Adjunct:* Joos Nivette (Belgium); *Board Members:* R. Bugarsky (Yugoslavia), Ross Steele (Australia), Roger W. Shuy (USA) and F. Gomes de Matos (Brazil); *Coopted Board Members:* Lorne Laforge (Canada) and W. Grauberg (Great Britain).

AILA's 6th Congress will be held at U Lund, Sweden, in 1981. Details will appear in a future LR.

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Gordon B. Turner, Vice President, American Council of Learned Societies

The Linguistic Reporter

Center for Applied Linguistics
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**THE LINGUISTIC REPORTER
A NEWSLETTER IN APPLIED LINGUISTICS**

Center for Applied Linguistics
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Decline in FL Enrollments Still Evident

Although foreign language enrollments have been decreasing steadily over the past decade, the decline seems to be stabilizing. The Fall 1977 Survey of Foreign Language Course Registrations in U.S. Colleges and Universities, conducted by the Modern Language Association (MLA), reports a decline in foreign language enrollments of only 1.4% since 1974, the year of the last survey. However, during that same period college enrollments increased almost 10%. Thus, although the percentage of decline is small, the actual number is somewhat more serious. As Richard I. Brod, Director of Foreign Language Programs for MLA and director of the survey, explains it, "On a percentage basis, fewer students are enrolling in foreign language courses, implying that the role played by foreign languages in the U.S. college curriculum is continuing to diminish even more rapidly than the absolute number of students taking language courses."

Hardest hit were German and Russian, both of which continued to lose enrollments and programs: 102 fewer institutions in 1977 were offering German than in the 1974 (last) survey, while 57 fewer institutions were offering Russian. French, however, lost less than in the previous surveys conducted in this decade.

The language which continues to be most popular is Spanish, both at 2-year and 4-year colleges. Spanish is the leading language in 40 states; French leads in 8 states and the District of Columbia; German leads in one (North Dakota) and Japanese in another (Hawaii). Italian registrations are also continuing to rise, perhaps because of increasing ethnic awareness in the United States. "People have a desire to study foreign languages, but they are choosing ones with more immediacy to their lives," says Brod. Spanish enrollments are high, especially in the Southwest and Far West.

Chinese and Russian, both languages which are close-

ly tied with external events, exhibited some surprising downward turns in enrollment. Although clear evidence of a "direct connection between language enrollments and external events—in this case the strengthening of political and commercial ties between the U.S. and both the Soviet Union and the People's Republic of China" accounted for increases in the interest in these 2 languages in the mid-1970s, these ties were not strong enough to sustain the increase. Arabic, however, is now evidencing the same trends as Chinese and Russian exhibited previously. Interest in Arabic has grown with the rising interest in Middle Eastern countries. Arabic

See FL—5, Col. 1

GU Roundtable to Focus on Language and Public Life

The 30th Annual Georgetown University Roundtable on Language and Linguistics will be chaired by James E. Alatis, Dean of the School of Languages and Linguistics at Georgetown, and G. Richard Tucker, Director of the Center for Applied Linguistics. The theme of this year's Roundtable, to be held Mar 22-24, 1979, is "Language and Public Life."

Discussion will focus on 4 major areas—Language and the Professions, Language of Public Persuasion, Language Spread and Public Policy, and Language and Public Life. A partial list of speakers and their topics follows.

Language and the Professions: Shirley Brice Heath (U Pennsylvania) will introduce the sessions with an overview of the development of professional languages in the U.S. Courtney B. Cazden (Harvard and Cntr for Advanced Study in the Behavioral Sciences) will discuss the role of language in education. Bernard Barber (Columbia U) will review the compliance literature dealing with informed consent between doctors and patients. Roger W. Shuy (CAL and Georgetown) will review recent developments in the study of doctor/patient communication. William C. Stokoe, Jr. (Gallaudet Coll) will discuss the language of the deaf, and F. Anna Vaughn-Cooke (U DC) will describe the role of linguistics in the analysis of language problems in the context of Public Law 94-142, which mandates equal education for the handicapped. Christopher N. Candlin (U Lancaster) will also deal with the topic of language and medicine. Veda R. and Robert P. Charrow (Amer Insts for Research and Howard U)

See Roundtable—11, Col. 2

Survey Update: Request for Information

The Center for Applied Linguistics has received a small grant from USOE to update its files on the Survey of Materials for the Teaching of the Uncommonly Taught Languages. Information on textbooks, grammars (including partial descriptions), readers, and dictionaries is welcome. Specifically, input is sought on work (whether U.S. or overseas-based) done from 1975 to the present, as well as on work in progress. While primary interest is in materials intended for English speakers, information on materials designed for use by other language speakers will also be helpful. Send to: Dora Johnson, CAL, 1611 N Kent St, Arlington VA 22209.

The 9th International Congress of Phonetic Sciences, sponsored by the Danish Research Council for the Humanities, has been scheduled for Aug 6-11, 1979 at U Copenhagen. In addition to plenary sessions and status reports on speech production, phonology, and speech perception, the conference format will provide for special lectures, sections, and working groups. Section topics include speech production, perception, and acoustics, phonology, sound typology, child language, synthesis of speech, prosodic phenomena, applied phonetics, the history of phonetics, and sociophonetics. As a special feature, a number of small symposia, focused on the following topics, will be held: (1) Phonetic universals in phonological systems and their explanation; (2) The psychological reality of phonological descriptions; (3) Acquisition of the phonological system of the mother tongue; (4) Social factors in sound change; (5) Temporal relations within speech units; (6) Motor control of speech gestures; (7) The relation between sentence prosody and word prosody (stress and tone); (8) Perception of speech versus non-speech. For further information write: DIS Cong Service, 3 Knabrostraede, DK-1210 Copenhagen K, Denmark.

The 3rd International Conference on Frontiers in Language Proficiency and Dominance Testing will be held Sept 26-28, 1979 at Southern Illinois U. The conference will focus on 3 areas: (1) Writing proficiency and language proficiency in first and second languages in children and adults; (2) Evaluation of standardized tests; (3) Assessment of language dominance in bilingual children. Abstracts, accompanied by a 3x5 card giving name, address, and affiliation, should be sent by June 15, 1979 to: Dept of Ling. SIL, Carbondale IL 62901.

A call for papers has been issued for the **76th Annual Meeting of the American Anthropological Association**, to be held Nov 28-Dec 1, 1979 in Cincinnati OH. As usual, contributions are solicited in any of the 5 principal sub-fields recognized by the Association, i.e. applied anthropology, archeology, ethnology/cultural and social anthropology, linguistics, and physical anthropology. Participation is, in general, limited to AAA members, but exceptions may be made by the relevant program editors. Deadline for proposals: Apr 1, 1979. Guidelines and abstract forms appear in the November issue of the *Anthropology Newsletter* or may be obtained by writing: AAA, 1979 Prog Editorial Board, 1703 New Hampshire Ave, NW, Washington DC 20009.

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

The Linguistic Reporter, a newsletter for all those concerned with linguistics and its application to practical problems, is published 9 times a year. Subscriptions are entered on an academic year basis only, with each new volume beginning in September and concluding in June of the following year. Editorial communications, advertising inquiries, and books for review should be directed to the Managing Editor, *Linguistic Reporter*, CAL, 1611 N Kent St, Arlington VA 22209. Communications concerning subscriptions should be directed to the Subscriptions Secretary at the same address. Permission is granted for quotation or reproduction from the *LR* provided acknowledgement is given. Subscription rates: \$8 00, \$8 00 (foreign surface mail), \$11 00 (domestic and Canadian airmail), \$16 00 (foreign airmail).

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TESOL CONVENES IN BOSTON

The 13th Annual Convention of Teachers of English to Speakers of Other Languages (TESOL) will meet at the Sheraton-Boston Hotel from Feb 27-Mar 4. Bernard Spolsky (U New Mexico), President of TESOL, will open the convention on Feb 28 with an address on "Some Practical and Ethical Observations on Language Testing." Sharing the podium with Dr. Spolsky will be Barbara Burn, Executive Director of the President's Commission on Foreign Language and International Studies; John Rassias, also a member of the Commission; Josué González, Director Designate of the Office of Bilingual Education, U.S. Office of Education; and Juan D. Solis, President of the National Association for Bilingual Education (NABE). Carlos Yorio is Convention Chairman.

Other plenary sessions include: "Materials Development: The New Frontier" (Joan Morley); "An Exploration of New Trends in Second Language Teaching: The Silent Way, Suggestopedia, Counseling Learning-Community Language Learning" (Mary Hines, Wilga Rivers, Thomas Scovel, and Barry Taylor); "Bilingual Education: Research and Its Implications" (Merrill Swain); "What Makes 'Test' a Four-Letter Word: Viewpoints on Bias in Standardized Testing" (Darlene Larson); and "Teaching English in Different Circumstances" (Peter Strevens).

A number of Intensive Study Sessions (workshops, colloquia, and mini-courses) are planned for the first two days. This year, many of the preconvention workshops will focus on the functional/notional syllabus and ways of making the ESL class more communicative. Some of these titles are: Writing Notional Exercises for the ESP Student, The Notional/Functional Syllabus in Vocational ESL, Getting From Syllabus to Curriculum: European Communicative Approaches, A Functional-Notional Curriculum, and Communicative Language Teaching and Functional Materials. However, the workshop titles reveal a wide range of topics. Some samples include: Investigating the Teaching Act, Criterion-Referenced Testing in ESL, Creating Listening Comprehension

Materials Based on Natural Texts, Videotape and the Training and Evaluation of ESL Teachers, and Cognitive Styles: a Cross-Cultural Perspective.

In addition to these 3- and 6-hour workshops, a number of 6- and 12-hour colloquia and mini-courses will be offered, including the 2nd Annual Colloquium on Classroom Centered Research and a Graduate Student Research Colloquium.

The papers and demonstrations, to be presented Mar 1-3, will discuss a wide variety of theoretical and practical issues.
See TESOL—9, Col. 2

CAL Initiates Internship Program for Samoan Visitors

CAL welcomes two American Samoans—Venasio Sele and Fai'ivae A. Galea'i—who will be with us for the next six months on a special intern program.

Mr. Sele and Mr. Galea'i are in Washington under the auspices of the Teacher Corps, and will return to Samoa as master teachers to supervise the training of other Teacher Corps interns at American Samoa Community College. Under contract with the HEW agency, CAL has designed a curriculum for Sele and Galea'i which includes tutorials at the Center, covering bilingual education theory and methodology, second language acquisition, testing, ESL methodology and materials development, and issues which are particularly relevant to language teaching in American Samoa, as well as courses at American U. The project is under the direction of Anthony V. Pfannkuche of the Center.

"Vena" Sele has taught at the English Language Institute at the Community College since 1972, and possesses an extensive background in speech, drama, and education, with a degree from Northeast Missouri State. He is interested in teacher education, especially English as a Second Language, and hopes to contribute to the standard of education on the island upon his return.

Fai'ivae Galea'i has been a county chief and administrator since 1976, following four years as Director of American Samoa's Office of Tourism. Galea'i has traveled extensively, is a former high school teacher and principal, and holds a BA in speech communication from U Hawaii.

Prior to the arrival of the interns, members of the Center staff visited American Samoa to discuss the lan-

See Interns—5, Col. 2

The Center learned with deep regret of the death of Alfred S. Hayes, former director of our Language in Education Program. Mr. Hayes died in Israel in January. A memorial statement will appear in our next issue.

NEH Summer Seminars

The National Endowment for the Humanities (NEH) has announced its 1979 program of Summer Seminars for College Teachers. Twelve college teachers will be selected to attend each eight-week seminar, and will receive a stipend of \$2,500 for travel, books, and living expenses. The seminars are designed to provide faculty members from undergraduate and two-year colleges with an opportunity to work with distinguished scholars in their fields at institutions with libraries suitable for advanced study.

The following seminars are planned in linguistics:

• *Linguistics and Literary Study* (June 18-Aug 10, 1979). The purpose of this seminar is to explore theories of linguistics which have been considered relevant to the interpretation of literary texts. Areas to be covered include the nature and function of literary style; the elements of literary language which have their bases in the phonological, grammatical, and semantic structures of the language of texts; and the properties of discourses which characterize them as literary or poetic. Readings will concentrate on the post-1950 work of linguists who have been most active in addressing linguistic aspects of literary study, e.g. Hill, Jakobson, Kiparsky, Chatman, Ohmann, Halliday, Levin, Halle, Keyser, Fowler, and others. This seminar is intended for teachers of literature who are interested in questions of literary theory and who have at least an introductory acquaintance with the concepts and descriptive procedures of contemporary linguistics. For further information write: Charles T. Scott, Dept of Eng, 5127 Helen C. White Hall, U Wisconsin, Madison WI 53706.

• *Semiotic Perspectives on Linguistics and Verbal Art* (June 18-Aug 10, 1979). This seminar will focus on the theory of signs as a conceptual framework for the study of language and literature. Source material will highlight the writing of Charles Peirce, while special attention will be given to making the insights of European semioticians such as Saussure, Hjelmslev, and Jakobson more accessible to undergraduate students. The seminar will have an interdisciplinary orientation and will aim at a unitary inquiry into the problem of man as sign-maker and sign-user. An understanding of linguistics as a fundamentally humanistic discipline and as an aid in the interpretation of verbal art will be emphasized. Teachers with some background in linguistics and an interest in the theoretical aspects of their fields are invited to apply. For further information write: Michael Shapiro, Dept of Slavic Langs, UCLA, Los Angeles CA 90024.

• *Current Issues in Linguistic Theory* (June 11-Aug 3, 1979). This seminar will explore recent theories about the structure of language, with an eye to viewing what current theoretical controversies can reveal about such subjects as translation, language learning, verbal art, and social concomitants of linguistic differences. Discussion and research will focus on four basic areas: linguistic universals and language typology; variability in language; the relationship between semantics, morphology-syntax, and phonology; and the role of language usage in linguistic structure. Each area will be scrutinized to determine what the major open questions

are, the nature and rationale of suggested resolutions, and the importance of these theoretical controversies to related fields. This seminar is intended for any teacher with some introductory experience in linguistics. For further information write: Arnold M. Zwicky, Dept of Ling, Ohio St U, Columbus OH 43210.

The following seminars are planned in composition and rhetoric:

• *Aristotle's Rhetoric and its Influence* (June 11-Aug 3, 1979). A complete and careful reading of Aristotle's *Rhetoric* will provide the basis for wide-ranging discussions which will touch upon such topics as the central tradition of rhetoric in Western education (through Blair, Campbell, and Whateley); the influence of that tradition upon literature (ranging from Sidney, Marvell, and Milton to Newman, Browning, and Mill); the current revival of interest in rhetorical theory (as evidenced in the work of Cooper, Weaver, Brooks and Warren, Corbett, Hughes and Duhamel, Schwartz, and Winterowd); contemporary modes of persuasion and conventions of thought; and implications of the *Rhetoric* for teaching today. This seminar is intended for teachers of composition, speech, and rhetoric. For further information write: Dudley Bailey, Dept of Eng, U Nebraska, Lincoln NE 68588.

• *Teaching Writing: Theories and Practices* (June 11-Aug 3, 1979). This seminar, open only to teachers in two-year colleges, will analyze the major current approaches to the teaching of writing as represented by both traditionalists and those seeking alternatives to traditionalism. Discussion will focus on the implications of varying definitions of writing, the writer, and the writing teacher. Preference will be given to those applicants who demonstrate that the teaching of writing is a central professional concern. For further information write: William E. Coles, Jr., Dept of Eng, U Pittsburgh, Pittsburgh PA 15260.

• *Rhetoric and College Writing* (June 18-Aug 10, 1979). In this seminar, also open only to teachers in two-year
See NEH—10, Col. 1

Editor's Corner

The Center sincerely regrets the departure of Begay Atkinson, who is relocating to Chicago. Ms. Atkinson joined the staff of the Linguistic Society of America in 1972 as Administrative Associate, and presently vacates the position of Executive Associate of the Society.

Since 1975, Begay has also been the director of CAL's publications program, holding various and sundry titles, the last being Director, Communication & Publications. Under her leadership, the program has issued more than 30 titles, expanded its series ventures, initiated a subscription series in collaboration with the ERIC Clearinghouse on Languages and Linguistics, responded to the Vietnamese refugee crisis, coordinated joint publishing endeavors, and maintained and supported this Newsletter. For these and many more contributions not as readily visible, she will be much missed. We thank her and wish her well.

Dateline Washington. . .

GAO Report Looks at Needs Assessment In Foreign Language Study

In its Report to the Congress, the U.S. General Accounting Office underscored a basic problem in assessing foreign language study in the U.S.: the problem of determining the national needs for foreign languages and area studies. The report, "Study of Foreign Languages and Related Areas: Federal Support, Administration, and Need" (ID 78-46), issued Sept 13, 1978, concludes that it is impossible to determine whether our national needs in the fields of modern foreign languages and related study are being met, since these national needs still remain largely undetermined.

Although the launching of Sputnik in 1957 underscored a need for foreign language study, leading to the passage of the National Defense Education Act of 1958, according to the report, that need "is less apparent today than it was then." However, the report concludes that "contemporary problems relating to interdependence, trade relations, and U.S. leadership in a world community of nations argue in favor of continuing programs to promote the study of needed modern foreign languages and areas." The report recommends more systematic evaluation of international studies programs to improve the selection and management of new projects.

The report cites the importance of the "Language and Area Studies Review," published by the American Academy of Political and Social Science in 1973 and directed by Richard D. Lambert (U Pennsylvania), as an "exhaustive" review and evaluation of American college and university programs in Latin American, East European, Middle Eastern, African, and Asian studies. Lambert's study (sponsored by the Social Science Research Council, the National Endowment for the Humanities, and the U.S. Office of Education) also provided criteria for "competent" specialists in area studies. However, GAO recommends a system for periodic surveys to update the Lambert study. Noting that such surveys may cost more than their potential benefits, GAO points to the three-year study to develop a Dynamic Inventory of Soviet and East European Studies, begun in 1977 (see LR 21:3, p 7), as a potential model by which "to project trends in area and language specialization, to track existing specialists and identify their current competencies, and to indicate where [OE] assistance is needed to maintain competence."

NSF has announced target dates for proposals in anthropology and linguistics. (Target dates are those on which proposals received after the usual cutoff date will be reviewed, although they may miss a particular panel meeting.) Further information can be obtained by contacting the NSF staff members listed below.

Feb 28, 1979. Anthropology. Contact: John Yellen, (202) 632-4208.

Feb 28, 1979. Linguistics. Contact: Young-Key Kim-Renaud, (202) 254-6326.

Concern over Proposition 13 Prompts Expansion of NAPCEA ESL Committee

The National Association for Public and Continuing Education for Adults (NAPCEA) has expanded its ESL/Bilingual Committee. The move came during the Annual Adult Education Conference, held in Portland OR Oct 24-28, 1978 and co-sponsored by NAPCEA and the Adult Education Association (AEA).

The need for an expanded committee arose from a growing concern over the effects of Proposition 13-type initiatives upon the quality of adult ESL programs. In some places, tenured teachers from other disciplines (eg. home economics, special education, reading) have been reassigned to ESL classes when their programs were cut by funding decreases.

The committee plans to study existing credentials requirements in various states and to develop a position paper providing guidelines for adult ESL and bilingual education teachers. Of particular concern to bilingual educators is the special attention which will have to be paid to bilingual teachers/aides who have been working in the system for some time but might lack the educational requirements which credentialing entails.

The committee also plans to establish better working relationships with TESOL, NABE, and other professional organizations in ESL and bilingual education. For further information, or to become more active in this committee, contact: Joanna Sculley Escobar, Chair, NAPCEA ESL/Bilingual Cte, Illinois Bilingual/ESL Adult Ed Service Cntr, 500 S Dwyer Ave, Arlington Heights IL 60005.

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The Communications Prog at U Cal-San Diego anticipates having 2, possibly 3, positions at the asst-assoc prof level(s), beginning July 1979. Rank and salary depend on qualifications and exp. The Communications Prog is an interdisciplinary effort emphasizing the role of communications in the structure of human activity. Prospective faculty should have credentials acceptable to one of the established depts in the social or computer sciences, humanities, or visual arts. Send vita and supporting documents by May 1, 1979 to: Chair, Faculty Recruitment Cte (LR), Communications Prog D-003, U Cal-San Diego, La Jolla CA 92093. (Note: applications will also be accepted for temporary lecturer positions, which are available from time to time.)

U Alabama-Birmingham invites applications and nominations for the position of **Dean of the Sch of Humanities**. The Sch of Humanities houses the depts of Art, Eng Communication Arts, FLs, Performing Arts, and Philosophy. It offers baccalaureate degrees in the above disciplines and the MA in Eng, and has additional progs of study in music, mass communications, ling, ballet, and classics. Candidates must have academic training and exp in one of the disciplines contained in the sch, and must have a proven record of excellence in tching, scholarship, and admin leadership. The position, which is currently open and to be filled at the earliest feasible date, is at the full prof level. Applications and nominations must be received before Mar 1, 1979. Please direct correspondence to: James Mersmann, Chair, Search Cte, Dept of Eng, U Alabama, Birmingham AL 35294.

The Eng Prog for For Students, an intensive ESL prog at U Pennsylvania, is seeking a full-time **Curriculum and Course Coord** to assist the Dir in the overall admin of the prog, starting on or after July 1, 1979. Primary responsibilities are: (1) staff dvlp, in-service training, and supervision, (2) curriculum design, dvlp, implementation, and evaluation, and (3) general-prog and contract-prog planning and dvlp. This is a yr-round position which carries admin rank. Applicants should hold an MA or PhD in App Ling, TESL, or a related field; have substantial ESL tching exp (preferably in the full range of levels and skill areas in a coll-level intensive ESL prog); and be well-versed in current methods, materials, and texts. Admin/supervisory/tch-training and/or prog/curriculum design exp in an intensive prog, testing and placement exp, and publications are very desirable. Applicants should submit resumes before Mar 1, 1979 (indicating whether they can be available for interview at the TESOL Conv in Boston) to: Barry P. Taylor, Search Cte, Eng Prog for For Students, U Pennsylvania, 3808 Walnut St/BF, Philadelphia PA 19104.

Asst prof, entry-level, U Michigan. PhD in ling. Primary specialization: TESL; secondary specialization: scientific and tech discourse. 3-course load, primarily tching undergrad and grad for students; ESL instruction and tech writing instruction. Evidence of tching ability required. *Scholarly and/or funded research in ling, scientific and tech discourse, or tech and professional communication ex-*

pected. Applications to: J.C. Mathes, Chair, Dept of Humanities, Coll of Engineering, U Michigan, Ann Arbor MI 48109.

The Dept of Mod Langs at Northeastern U has a possible opening for an **asst prof in German and app ling**, beginning Fall 1979. Applicants should have: (1) Near native fluency in German and either French or Spanish. Interest in postwar German cultural/artistic dvlp useful. (2) Training in app ling. Candidates should be interested in developing courses for undergrad lang majors in app ling (2nd lang tching, testing, dvlp of tching materials, etc.), and in working to build up an inter-departmental ling prog. Send application with CV and names of 4 references by Feb 28, 1979 to: Holbrook C. Robinson, Chair, Dept of Mod Langs, 38OUR, Northeastern U, 380 Huntington Ave, Boston MA 02115.

Two visiting full-time positions at the rank of either asst or assoc prof will be available in the **Dept of Ling at Brown U** for the 1979-80 academic yr. The 1st position requires a PhD in Ling with specialization in syntactic theory and secondary specialization in a lang other than Eng. The 2nd position requires a PhD in Ling with specialization in theoretical ling as it relates to child lang acquisition; specialization within theoretical ling should be either in phonological or syntactic theory. Both positions are 1-yr, temporary appts. Send ltr, vita, and 3 ltrs of recommendation only (additional documents will be requested) by Mar 1, 1979 to: Sheila Blumstein, Chair, Dept of Ling, Box E, Brown U, Providence RI 02912.

Assoc Dir, Lang Learning Lab (LLL), U Illinois. The LLL is a tching and research media cntr of the Sch of Humanities, with an audio lab, a CAI (PLATO) lab, a TV div, and a tech services div. Duties: consult with the Dir of LLL and Its Exec Cte on all its research and service functions and implement, in cooperation with the Dir, approved LLL policies; advise and asst the Dir on admin, instructional, and research matters, including the prep of reports, research proj design, writing of grant proposals, etc; advise faculty and students on the effective use of LLL technologies for instruction and research; tch appropriate courses as needed; direct the PLATO site. Qualifications: doctorate in a field involving research skills in 2nd lang acquisition and/or ling analysis; background in instructional media, including computers; tching exp in FLs, FL methodology, or app ling; admin exp desirable. Salary up to \$18,000 for a 12-mo appt with one mo's vacation. Permanent position, to begin Aug 21, 1979 (pending final budgetary approval). In order to assure full consideration, applications must be received by Feb 15, 1979. Send ltr of application and vita to: Bruce H. Mainous, G-70 FLs Bldg, U Illinois, Urbana IL 61801; (217)333-9776.

The Dept of Ling at Brown U will have a visiting position in **semantics** for the 1979-80 and 1980-81 academic yrs (with continuation of 2nd yr contingent on funding). Will select either a single candidate for the 2-yr period, or 2 individuals for 1-yr appts. Rank and salary open. PhD in ling or philosophy (with a strong background in ling) is required, as well as tching and/or research exp in semantics. Candidates must be able to tch both introductory and advanced courses. Send ltr, vita, and 3 ltrs of recommendation only (additional documents will be requested) by Mar 1, 1979 to: Sheila Blumstein, Chair, Dept of Ling, Box E, Brown U, Providence RI 02912.

The Interdv undergrad Prog in Ling at SUNY-Binghamton anticipates filling a vacancy in its permanent faculty, beginning Sept 1, 1979. Applicants must have PhD in hand and be experienced coll tchers and published scholars. Rank and salary will depend upon qualifications, but budgetary and other constraints may rule out senior applicants. Primary duties are in undergrad instruction, i.e. the usual core
See Linguists Wanted—11, Col 2

• The Center wants to congratulate Dora Johnson and wish her success in her new role as Director of Communication & Publications. Dora has had a long association with the Center, having coordinated the development of language materials for the Peace Corps and having assisted with the clearinghouse operations of what were formerly the foreign language and international programs at the Center. She was and is the senior editor of the *Survey of Materials for the Study of the Uncommonly Taught Languages*.

• *Industrial Literacy Project* (Sylvia Scribner and Evelyn Jacob, Co-Principal Investigators.) CAL has received a five-month pilot grant from the Ford Foundation to examine the functions and uses of literacy in actual work-related situations. Although there has been increased interest lately in adult literacy, little is known about the role reading and writing play in the work lives of adults in our society. Nor is much known about the range of attitudes and values adults have toward reading and writing.

Because of the centrality of manufacturing in our economy and the wide range of tasks performed in a manufacturing setting, the Center intends to conduct a larger study on reading and writing in a manufacturing plant and labor union. Since so little is known about what actual skills are needed and used in this setting, a

See *New at CAL*—14, Col. 1

INTERNS—from page 1

guage and educational system and to assess the language-related educational needs of the island. Staff members met with community leaders, teachers, curriculum developers, and students at American Samoa Community College, and observed several classes, to provide a clear picture of the programmatic needs of the Samoan schools and to prepare tutorials which will enable Sele and Galea'i to return as major resources for the Teacher Corps interns.

Both interns view the Samoa Teacher Corps program as a way to improve the teaching of ESL on the island and to generally upgrade the reading and writing skills throughout the public schools.

our readers react

In a letter to CAL's Director, Dr. Francisco Gomes de Matos writes:

"This is to let you know that the January issue of our Newsletter CREATIVITY will be dedicated to CAL's 20th anniversary . . .

"May I, as Director of the Centro de Linguistica Aplicada Yazigi since its establishment March 3, 1966, congratulate you and the Center for Applied Linguistics on the 20th anniversary of your organization on February 16, 1979. An eventful moment in the history of Linguistics, especially as regards the now widely-held view that Applied Linguistics is an important, productive domain."

We thank Dr. de Matos for his kindness. The April issue of the LR will also commemorate CAL's anniversary.

Thomas A. Sebeok (Chair, Research Cntr for Langs & Semiotic Studies, Indiana U) has offered the following selected bibliography of his recent publications as a response to the article, "Dolphins Bored by Human Speech," which appeared in the Oct 1978 issue of the LR.

(a) "Looking for in the Destination What Should Have Been Sought in the Source." In *The Sign and its Masters*. Austin: University of Texas Press, 1979, Ch. 5.

(b) "Review of *Look Who's Talking*." *Times Literary Supplement*, Sept 22, 1978.

(c) "Close Encounters with Canid Communication of the Third Kind." *Zetetic Scholar: An Independent Scientific Review of Claims of Anomalies and the Paranormal*, 1979.

Dr. Sebeok has indicated that:

"the bibliography of the subject is immense."

Mr. Edward J. Kammerer of Fort Harrison NJ writes that:

"Concerning your partial list of countries under 'World Bilingualism—An Idea Whose Time Has Come.' [in the Oct 1978 LR] a more obvious omission is that of Paraguay with its Guaraní and Spanish as co-partners."

Mr. Kammerer is correct that Guaraní plays an important role in Paraguay. However, as Juan Carlos Hrase, First Secretary of the Embassy of Paraguay, confirmed, Spanish is the only official language of Paraguay—the language of both business and government. Guaraní is, however, a national language.

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UPCOMING INSTITUTES . . .

news briefs

A Summer Institute on Advanced Study on Educational Research for Asian Americans will be held on July 5-20, 1979. The Institute, sponsored by the Asian American Bilingual Center of the Berkeley Unified School District under a grant from the National Institute of Education, encourages recent PhDs and Asian American practitioners to engage in educational research and development and to encourage other professionals and doctoral students to enter the field. The program will consist of a series of lectures and seminars on educational research and development from different academic disciplines and presentations by guest speakers involved with national educational policy-making. The Institute invites applications from advanced doctoral students and post-doctoral faculty interested in educational research, with the goal of attracting participants from different parts of the country in different academic disciplines. Fifty participants will be selected. A limited number of travel grants and living expense stipends will be available. Upon conclusion of the Institute, participants will be invited to join a six-week internship program where they will get direct experience in educational research in the San Francisco Bay Area.

For further information and application forms write: Sau-Lim Tsang, Asian-Amer Bilingual Cntr, 2168 Shattuck Ave, 3rd Fl, Berkeley CA 94704. Application deadline is February 28, 1979.

Cornell will sponsor a **Summer Asian Program in Japanese**, a 9-week introductory intensive course, from June 13-Aug 14, 1979; a **Summer Teacher Training Program for Japanese Language Instructors**, from July 19-Aug 15, 1979, which will emphasize classroom techniques, materials preparation, and testing procedures; and a **Beginning Course in Japanese for Business Purposes**, for specialists in international business and economics, to run from July 23-Aug 17, 1979. For further information about any of these programs write: Japanese Lang Prog, Dept of Mod Langs & Ling, Cornell U, Morrill Hall, Ithaca NY 14853.

FALCON (Full-Year Asian Language Concentration), a special intensive language program enabling students to take as many as 1,200 hours of supervised instruction, will again be sponsored by Cornell U during 1979-80. Beginning Chinese and Japanese students start the program in June; students with sufficient preparation may join at the intermediate level in the fall. Beginning Indonesian (Malay) students start the program in the fall. For further information and applications contact: Dir, FALCON, Dept of Mod Langs and Ling, Cornell U, Morrill Hall, Ithaca NY 14853. Initial applications should be made at once and final applications received by May 1, 1979. Only a limited number of students may be accepted for the full-year program. Some fellowship support for students is anticipated.

The Second Annual U Louisville Intensive Summer Language Institute for Teachers and Advanced Students of French and Spanish will be held from June 25-July 20, 1979. The Institute is designed as a "total live-in 'immersion' experience for four weeks" and carries six graduate hours of credit. Coursework will be in three areas: French/Spanish Oral Practice, French/Spanish

The Proceedings of the Second International Conference on Frontiers in Language Proficiency and Dominance Testing, held at Southern Illinois U Feb 23-25, 1978, are now available. The volume contains papers on reading proficiency in first and second languages in children and adults, assessment of language dominance in bilingual children, and language proficiency and intelligence. The lead papers are: "Reading Proficiency and Diagnostic Test Characteristics" (Robert M. Gagné, Florida St U); "Malpractices in Language Assessment for Hispanic Children" (Albar Peña, U Texas-San Antonio); and "Assessing the Language Dominance and Proficiency of Linguistic Minority Children" (Eduardo Hernández, Lau Cntr of Northern California). Order from: Dept of Ling, SIL, Carbondale IL 62901. Cost: \$10.00. A few copies of the Proceedings of the First International Conference are also available for \$8.00 from the same address **The Council on Intercultural and Comparative Studies (CICS)**, a nonprofit academic organization devoted to research and publication in interdisciplinary and cross-cultural studies, is actively seeking manuscripts for review for publication in any of its five series: Anthropology, Ethnomusicology, History, Linguistics, and Special Series. (Style and Meaning in Iranian Interaction is a forthcoming monograph in the series.) If you have, or can recommend, a full-length manuscript of a monograph or of a survey nature write: A. Pescatello, Dir, CICS, Cntr for South & Southeast Asia Studies, 260 Stephens Hall, U Cal-Berkeley, Berkeley CA 94720 **English for Specific Purposes (ESP)** is the focus of the Summer 1978 issue of the *MALS Journal*. The articles, contributed by ESP practitioners in the Sudan, Chile, Saudi Arabia, Mexico, England, and the U.S., describe the current state of ESP and express the principal concerns of ESP practitioners in the field, such as needs and implications for materials (Richard Mead), syllabus and course design (John Kirkman, Arnold Spencer, and Ron Mackay), methodology and materials (Karl Drobnic and R. Nolasco), reading problems (L. Aravena and A. Harvey), testing (Pauline Rea), and EST program focus (Ray Williams). The concluding paper by John Sinclair reviews the state of the art in ESP. Copies of this special issue are available for \$6.00. For further information on

See News Briefs—16, Col. 1

Speaking Peoples, and the Teaching of French/Spanish. For further information or applications contact: Howard B. Altman, Inst Dir, Dept of Mod Langs, U Louisville, Louisville KY 40208. A maximum of 25 participants in each language will be accepted, on a first come/first served basis.

U Puerto Rico will hold a **Multilingual and Cultural Institute** this summer on its Rio Piedras Campus. Both Regular (June 11-20) and Intensive Sessions (July 2-23) will offer courses in Spanish as a second language at the beginning, intermediate, and advanced levels. For further information contact: Nydia Flores, Dir, Multilingual & Cultural Inst, Div of Extension & Continuing Ed, Box N, U Puerto Rico, Rio Piedras PR 00931.

New for 1979 from Newbury House



**New in the Sociolinguistic Series,
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Other New Books—

Proceedings of the First Annual Conference on Communication, Language, and Sex, edited by Cynthia L. Berryman and Virginia A. Eman. An up-to-date resource guide for research on the gender variable in human behavior, including methodologies, research results, and comprehensive bibliographies \$9 95. Available in May

Studies in First and Second Language Acquisition, edited by Fred R. Eckman and Ashley J. Hastings. An overview of the important similarities and differences between first and second language acquisition, suggesting common agenda for the general field of language acquisition studies \$11.95

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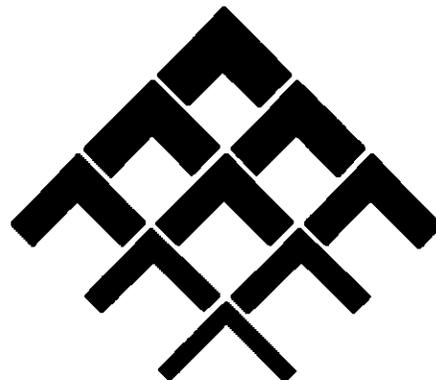
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TESL IN CANADA: A REPORT

by Cornelius von Baeyer and Michael Sutton

[Cornelius von Baeyer and Michael Sutton are Curriculum Specialists with the English Program Development Unit, Language Training Branch, of the Public Service Commission of Canada. Both participated in developing the Gambits materials. They have provided the following report on TESL activities in Canada. Further information may be obtained by contacting them at: Eng Prog Divpt, PSC Lang Training Branch, 15 Bisson, Hull, P.Q., Canada K1A 0M7.]

The field of TESL in Canada has recently suffered from declining immigration, reduced government spending, and the decreasing role of English in Quebec. But at the same time, TESL shows signs of increasing professionalization and consolidation in the remaining programs. These signs include issues on Canadian TESL in the *English Quarterly* (Canada Council of Teachers of English, Vol. XI, No. 2, Summer 1978, 237 pp.; available from Language Programmes Branch, Department of the Secretary of State, Ottawa, Canada K1A 0M5), and in *English for Science and Technology* (ELI, Oregon State U, Issue 8, Nov 1977, 12 pp.). Two Canadian teachers' journals are now consistently informative and well-produced: *TESL Talk* (Ministry of Culture & Recreation, Government of Ontario, 77 Bloor St W, Toronto, Canada M7A 2R9, Attn: L. Butovsky, ed.), and *SPEAQ Journal* [*Revue de la société pour la promotion de l'enseignement de l'anglais (langue seconde) au Québec*, C.P. 298, Deux Montagnes, Quebec, Canada J7R 4K2]. These two journals are being joined by a third in British Columbia, and are backed up by a number of newsletters, not to mention the established research journals, *Canadian Modern Language Review* and *OISE Working Papers on Bilingualism*.

TESL Canada

A sign of growing consolidation is the new national association of provincial TESL groups called TESL Canada (Ian Martin, Communications Co-ordinator, 180 Fulton Ave, Toronto, Canada M4K 1Y3). Full members of the association are at present the provincial associations in Ontario, Quebec, British Columbia, and Manitoba. A major function of TESL Canada will be to declare the annual conference in one of these four provinces as the national conference each year (with extra speakers, a nationally distributed conference proceedings volume, etc.). In 1979, the National TESL Conference will be held in conjunction with the SPEAQ 7th Annual Convention, May 23-26, 1979, Queen Elizabeth Hotel, Montreal, Quebec, Canada [Jonathan Mounro Jones, Conference Organizer, 239 Stanley St, St-Lambert, Quebec, Canada J4R 2R7].

TESL Materials Development

One of the major TESL curriculum development groups in Canada is located in the Public Service Commission of Canada's Language Training Branch. The group is called the English Program Development Unit (15 Bisson, Hull, P.Q., Canada K1A 0M7).

In addition to a comprehensive structural course with tapes and workbooks designed for a learner population of Francophone Canadian public servants, the unit has

been developing curriculum which fills some important gaps in the corpus of available ESL materials.

The *Gambits* series fulfills the students' need to learn conversational fixed expressions, by providing contextualized illustrations and practice exercises. *Idioms* presents frequent colloquial idioms in an individualized exercise format. Two animated films have been produced in conjunction with the National Film Board to demonstrate the differences in meaning between pairs of English tenses (simple versus progressive present, and simple past versus present perfect). These films give elaborate visual reinforcement for the differences in usage of these tenses/aspects, and are accompanied by practice booklets.

The *Canadian English* series (texts and tapes) provides students and teachers with sociolinguistic classroom activities; fresh formulations can also be found in the series covering the geography, history, and other aspects of Canadian English. The *Sound Production* series includes materials for frequent Francophone errors, as well as more general materials on word and sentence stress.

The unit is developing materials for a number of other neglected areas, such as telephone language, using varied methodologies appropriate to the subject areas and client groups.

Teaching English and French as Second Languages in the Government of Canada

A number of departments of the Federal Government are involved in one aspect of second language teaching or another. Together, these departments implement the official languages policy enacted in 1969 and reiterated in *A National Understanding* (1977). Important points in this policy are that every citizen in his or her private capacity has the right to speak any language, and that English and French are the official languages of Canada and have equality of status under the law. Although education is primarily a provincial matter in Canada, the Federal Government has a mandate to do its own in-house language training, to support the language training of certain specific groups such as immigrants, and to encourage national unity through the teaching of the official languages in the provincial school systems.

Also enunciated by the Government are two principles which immediately affect public servants. Services to the public must be available in both English and French, but individuals should be free to pursue careers in the Federal Government using either language. These principles are being implemented in several ways: (1) by massive language training of unilingual incumbents whose positions have been designated bilingual, (2) by forming groups of unilinguals of each language to offer parallel services to the public, and (3) by allowing unilingual French and English groups to function mainly in one language where direct service to the public is not required.

The Federal involvement in second language teaching thus falls naturally into two types of activity: funding and operations.

Funding. The Secretary of State funds a broad range

of programs such as contributions to the provincial education systems for teaching the other official language, bursaries for language teachers, and support for publications and conferences in second language teaching. The Canada Employment and Immigration Commission provides funds to the provincial governments to teach English or French to people who need it to get a job.

Operations. The designation of bilingual positions, language training, and testing are supervised and funded by the Treasury Board, and then carried out by specialists and teachers in two principal departments—military personnel are handled by the Department of National Defence, while civilian public servants are looked after by the Public Service Commission. The Public Service Commission has delegated some language training work to the larger government departments, but most of it is still done through the Commission's Language Training Branch, which consists of about 800 people. Nine-tenths of this branch deals with French as a second language; the remainder deals with English.

Overall Supervision. In addition to the work of the above Federal Government departments, there is a Federal Parliamentary officer who assumes the special responsibility of ensuring the equality of the official languages in the Federal public service, and the general compliance with the spirit and intent of the Official Languages Act. He is called the Commissioner of Official Languages, and his annual reports have detailed descriptions of the current position of English and French in the Government of Canada.

Fulbrights Still Available

The Council for International Exchange of Scholars has announced that applications are still being accepted for a limited number of 1979-80 Fulbright awards in linguistics and TEFL. Awards still available are:

- **Burundi.** Two TEFL awards. Preference for scholars available for two years. (1) Teach English at all levels to undergraduates, administer English program, and provide advice. Fluent French and PhD in applied linguistics required. (2) Teach undergraduates and prepare coursework materials. Fluent French and MA in TEFL or foreign language teaching required. U Burundi and Ecole Normale Supérieure, Bujumbura.

- **Central African Empire.** English language/American civilization. PhD and fluent French required. Jean Bedel Bokassa U, Bangui.

- **Guinea.** English language classes for selected civil servants, national training seminar for teachers of English, and possibly teach at the Nasser Polytechnic Inst, Conakry.

- **Romania.** Lecturing awards in phonology, syntax and semantics, psycholinguistics, sociolinguistics. Universities in Bucharest and Cluj.

- **Mali.** TEFL. Fluent French and either MA or PhD required. Overseas teaching experience preferred. Ecole Normale Supérieure, Bamako.

- **Morocco.** American literature/TEFL. Fluent French and PhD required. Mohammed Ben Abdullah U, Fez.

Contact: Council for Intl Exch of Scholars, 11 Dupont Cr, Suite 300, Washington DC 20036.

TESOL—from page 1

tical issues, including cross-cultural investigations, discussions of ESL in special contexts (psychiatric institutions, medical, EST/ESP, allied health), testing (cloze, TOEFL, listening comprehension, and verbal aptitude tests), reading, composition, the good language learner, etc. Some of the more intriguing titles: "ESL Means Never Having to Find Out Too Late" and "Oh, What a Blow that Phantom Gave Me." Demonstrations will include the use of newscasts, videotapes, film, newspapers, cuisenaire rods, and jazz chants.

The Convention will also offer Breakfast Seminars to enable graduate students and teachers to talk with experienced professionals in an informal atmosphere. This year, Richard Yorkey, Mary Bruder, John Fanselow, Jean Handscombe, John Schumann, S. Pit Corder, and Betty Wallace Robinett will host breakfast seminars. (Attendance at these is limited to 12.)

The Convention will also provide tours of local bilingual education and adult education programs; publishers' exhibits, including the Meet-the-Author and Meet-the-Editor hours and several commercial demonstrations; and job interviews. This year, those interested in TEFL jobs overseas can also attend a workshop for guidance: "TEFL Jobs Overseas: Evaluating Terms of Employment."

A number of Special Sessions are planned, including a Panel on ESL and Computers and a Special Session of ACTFL hosted by Howard Altman, with Laura K. Heilenman and Wilga Rivers participating. The Special Interest Groups (SIGs) will also hold their two-hour sessions and several Rap Sessions. These SIG's include: Teaching English Abroad, EFL for Foreign Students in English-Speaking Countries, ESL in Elementary Schools, ESL in Secondary Schools, ESL in Higher Education, ESL in Bilingual Education, ESL in Adult Education, Standard English as a Second Dialect, and Applied Linguistics.

For further information contact: TESOL, 455 Nevils Bldg, Georgetown U, Washington DC 20057.

MEETINGS & CONFERENCES—from page 11

Austria.

- July 23-Aug 17. Beginning Course in Japanese for Business Purposes. Ithaca NY. [See LR 21:5, p6]

- Aug 2-4. LSA Summer Mtg, 40th, and Salzburg Tagung (Psycholinguistics), 5th. Salzburg, Austria.

- Aug 6-11. Intl Cong of Phonetic Sciences, 9th. Copenhagen, Denmark.

- Aug 11-12. Assn for Computational Ling, 17th. La Jolla CA. [See LR 21:5, p14]

- Aug 13-18. Intl Conf on the Tchng of Spoken Eng, 2nd. Leeds, England. (Write: Dir of Special Courses, Dept of Adult Ed & Extramural Studies, The University, Leeds LS2 9JT, England.)

- Aug 23-27. Ann Forum of the Ling Assn of Canada & the U.S. (LACUS), 6th. Calgary, Alberta, Canada. (Write: Valerie Becker Makkai, P.O. Box 101, Lake Bluff IL 60044.)

- Dec 18-21. Intl Assn of Tchrs of Eng as a FL (IATEFL), 11th. London, England.

* Indicates 1st listing for conference. Details on other items in the above list will be found in previous issues of the LR, particularly the September issue.

colleges, participants will survey a selection of traditional and modern rhetorical texts for the purpose of exploring possible applications of rhetorical theory to problems in college writing. Among the topics for investigation will be: rhetoric as a discipline, theories of invention, units of arrangement like the sentence and the paragraph, metaphor, usage, voice, tone, audience, and rhetorical criticism. The study of rhetoric will be approached in three basic ways—as a theory of discourse, as a description or analysis of existing writing, and as an art to be practiced. The seminar is intended for teachers of rhetoric and composition. For further information write: Robert M. Gorrell, Vice Pres for Academic Affairs, U Nevada, Reno NV 89557.

• *Standard English: Social Control and Individual Freedom* (June 11-Aug 3, 1979). This seminar will study the history of standard dialects of English, their nature and social functions, and the conditions and consequences of their mastery. Topics to be considered include bidialectalism, the language of women, language in its relation to literature, and the contemporary crisis in writing. Participants will read histories of English (by Baugh, Brunner, Huchon, and Wyld); works by sociolinguists, humanists, and writers of fiction (Haugen, Fishman, Bush, Leavis, Murdoch, and others); and material by non-Western peoples and by minorities within the U.S. The seminar is intended for teachers of composition. Previous background or training in linguistics is not required. For further information write: James H. Sledd, Dept of Eng, U Texas, Austin TX 78712.

• *Rhetoric: Modern Developments in the Art of Invention* (June 11-Aug 3, 1979). Invention is usually defined as the rhetorical art concerned with the content of discourse; if recent developments are considered, however, it is more usefully defined as the art concerned with conceptual strategies for using knowledge to go beyond what is known. This seminar will begin by considering the history and theory of rhetorical invention, with emphasis on the work of those who have contributed most to its modern redefinition (the neo-classicists, Burke, Rohman, Pike, among others). Participants will then explore various conceptions of the composing process itself, assessing their strengths and weaknesses as well as their underlying assumptions. The seminar has two goals: to enable the participants to become more effective teachers of a more effective rhetoric, and to become independent inquirers into the most significant of the rhetorical arts. The seminar is open to teachers of rhetoric, composition, speech, literary theory, linguistics, and philosophy. For further information write: Richard E. Young, Dept of Eng, Carnegie-Mellon U, Schenley Park, Pittsburgh PA 15213.

A brochure providing a complete list of the 123 seminar topics, directors, and locations is available from: Div of Fellowships, NEH, 806 15th St, NW, Washington DC 20506. Those interested in applying for a seminar should write directly to the seminar director (listed in the brochure) for detailed information and application materials. Applications must be submitted not later than Apr 1, 1979. (Note: do not submit applications to NEH.)

- * Mar 2-3. NCTE Spring Workshop. Nashville TN. [See LR 21:5, p12]
- * Mar 2-9. Society for Intercultural Ed, Training & Research (SIETAR), 5th. Mexico City. [See LR 21:5, p12]
- * Mar 5-7. SE Native Amer Bilingual Ed Conf, 2nd. Jackson MS. [See LR 21:5, p12]
- Mar 8-11. Ann Ling Sym on Romance Langs, 9th. Washington DC.
- * Mar 9-10. NCTE Spring Workshop. Milwaukee WI. [See LR 21:5, p12]
- Mar 10-11. Intl Ling Assn, 24th. New York NY.
- Mar 15-17. Conf on Current Approaches to Syntax. Milwaukee WI. [See LR 21:5, p12]
- Mar 15-17. Society for App Anthro. Philadelphia PA.
- * Mar 15-17. Sym on Lang & Culture In So Carolina, 3rd. Columbia SC. (Write: Karl G. Heider, Dept of Anthro, U So Carolina, Columbia SC 29208.)
- Mar 15-18. Secondary Sch Eng Conf and Conf on Eng Ed. Pittsburgh PA.
- * Mar 22-24. Coll Eng Assn, 10th. Savannah GA. (Write: Robert Hacke, Executive Secretary, Coll Eng Assn, c/o Kean Coll of New Jersey, Union NJ 07083.)
- Mar 22-24. GU Roundtable on Langs & Ling. Washington DC.
- Mar 23-25. Natl Conf on Lang Arts in the Elem Sch. Hartford CT. [See LR 21:5, p12]
- Mar 28-30. Intl Conf on Historical Ling, 4th. Stanford CA.
- Mar 29-31. Conf on Directions of Theoretical Orientations in Creole Studies. St. Thomas VI.
- * Mar 30-31. Three Rivers Conf on Communicative Disorders, 1st. Pittsburgh PA. [See LR 21:5, p12]
- Mar 30-Apr 1. Assn for Asian Studies. Los Angeles CA.
- Apr 4-6. Ling Assn of Great Britain. Hull, England.
- Apr 4-7. Conf on Coll Comp & Communication. Minneapolis MN.
- * Apr 5-7. Inst on Multieethnic Studies for Tcher Ed. San Francisco CA. [See LR 21:5, p12]
- Apr 6-8. Child Lang Research Forum, 11th. Stanford CA.
- Apr 6-8. Calif Assn of Tchrs of Eng to Spkrs of Other Langs (CATESOL). Los Angeles CA.
- * Apr 7-9. Roundtable on So Asian Lang Analysis, 1st. Urbana IL. [See LR 21:5, p14]
- Apr 8-12. Amer Ed Research Assn. San Francisco CA.
- * Apr 9-10. Federation Intl de Prof de Langues Vivantes (FIPLV), and Mod Lang Assn of Gt Britain. Sussex, England. (Write: MLA, 24a Highbury Grove, London N5 2EA, England.)
- * Apr 9-14. Anglo-Scandinavian Conf on Reading. Leeds, England. [See LR 21:5, p14]
- Apr 11-13. Commission of Adult Basic Ed. Chicago IL.
- Apr 12-14. Conf on African Ling, 10th. Urbana IL.
- Apr 16-21. Regional RELC Seminar, 14th. Singapore.
- * Apr 17-21. Intl Conf on Langs & Cooperation In Europe. Strasbourg, France. (Write: CIREEL, 117 Rue de Rennes, F-75006 Paris, France.)
- Apr 18-20. Overseas Conf of the Intl Assn of Tchrs of Eng as a FL (IATEFL), 3rd. Poznan, Poland.
- Apr 19-21. SW Areal Lang & Ling Workshop (SWALLOW), 8th. Tempe AZ.
- Apr 19-21. Central States Conf on the Tching of FLs. Minneapolis MN.
- * Apr 19-21. Chicago Ling Society, 15th (Including a Parasession Justifying the Elements of Ling Description). Chicago IL. (Write: Chicago Ling Society, Goodspeed 205, 1050 E 59th St, Chicago IL 60637.)

meetings & conferences

LINGUISTS WANTED—from page 4

courses in ling, plus various "hyphenated" subfields and topics of broad interdisciplinary appeal. Tching load is normally 3 courses (2 preparations) per semester. Successful applicant will also contribute to grad training in various fields related to ling (especially anthro). Send ltr of application to: H. Stephen Straight, Dir, Ling Prog, SUNY, Binghamton NY 13901. Deadline for *completed* application (resume, publications, 3 ltrs of recommendation): Mar 15, 1979.

Syracuse U is seeking a well-qualified ESL tcher (asst prof rank) to tch basic ESL courses. Essential qualifications include a PhD in ESL or Ling (with a strong ESL component), exp in tching ESL at the coll level, and evidence of scholarly activity. Application, including CV and 3 references, should be sent to: Jeanette Macero, TESOL Search, Syracuse U, Eng Dept, Syracuse NY 13210. Deadline for accepting applications: Feb 21, 1979.

Gas Dvlpts Corp is now recruiting for ESL tching positions in its Algerian Progs, to begin Feb 1979. Desirable qualifications are: Previous ESL tching exp, preferably in the third world; TESL training (degree preferred, but not mandatory); French and/or Arabic (Maghreb) lang capability. Salaries are competitive and commensurate with qualifications. GDC periodically hires for its several overseas progs, and keeps an active candidate file. Send ltr and resume to: Douglas Stuart, Manager, Eng Progs, Gas Dvlpts Corp, Chicago IL 60616.

Multicultural-bilingual ed positions (assoc/full; asst/assoc), U Illinois at Urbana-Champaign. The assoc/full prof will direct the Office of Multicultural/Bilingual Ed and must have an outstanding record of research in this field; previous admin exp is desirable. The asst/assoc prof must also show clear promise of scholarly achievement. These are full-time, tenure track positions. Both appointees should be committed to strengthening ties between students and faculty associated with the prog and with related progs in other depts inside and outside the Coll of Ed. Particular area of specialization is not critical, though it must involve a commitment to ed issues associated with multiculturalism/bilingualism. At least one of the 2 individuals should have a strong background in Spanish, and one should have pronounced interests in Intl ed. Departmental affiliation will depend on exp and interest. By Mar 1, send cover ltr indicating which position is being sought, names and addresses of 4 references, and a complete vita to: Alan Peshkin, MULBIL, U Illinois, 358 Ed, Urbana IL 61801.

Bilingual-bicultural ed: Small, independent, liberal arts coll seeks qualified specialist, at asst or assoc prof rank, to tch undergrad courses in bilingual ed and Spanish, beginning Aug 1, 1979. 1/2 time admin and community liaison work. Requirements: MA in bilingual ed; tching exp at elem level; native fluency in Spanish, and bicultural exp with Hispanic cultures. Salary negotiable to \$18,000 for 9-mo contract. Send vita, transcripts, and 3 ltrs of recommendation by Feb 15, 1979 to: Susan U. Cabello, Chair, Dept of FLs, Pacific U, Forest Grove OR 97116.

ERIC Seeks Research Results

The ERIC Clearinghouse on Languages and Linguistics is interested in acquiring for the ERIC data base the best available research generated by graduate students in ESL, applied linguistics, and second language education. If you have recently completed a master's thesis (or other substantial research or curriculum development) and would like it to be considered for inclusion in the ERIC system, send two copies of the work and a 200-word abstract to: Master's Thesis Proj, ERIC Clearinghouse on Langs & Ling, CAL, 1611 N Kent St, Arlington VA 22209.

- Apr 19-22. NE Conf on the Tching of FLs, 26th. Washington DC.
- * Apr 20-21. NCTE Spring Workshop. Albuquerque NM. [See LR 21:5, p12]
- * Apr 22-23. No Amer Conf on Afroasiatic Ling. St. Louis MO. (Write: J. Joseph Pla, 110 Concord Pl, Syracuse NY 13210.)
- * Apr 23-25. Coll on Creole Syntax. Amsterdam, The Netherlands. (Write: Pieter Muysken, ATW, Spuistraat 210, Amsterdam-C., The Netherlands.)
- Apr 23-27. Intl Reading Assn, 24th. Atlanta GA.
- * Apr 25-27. Natl Asian Pacific Amer Ed Conf, 1st. San Francisco CA. [See LR 21:5, p14]
- * Apr 26-28. Inst on Multiethnic Studies for Tcher Ed. New York NY. [See LR 21:5, p12]
- Apr 26-28. KY FL Conf. Lexington KY.
- * May 1-5. Intl Communications Assn. Philadelphia PA.
- May 3-9. Natl Assn for Bilingual Ed, 8th. Seattle WA.
- May 4-5. Conf on Lang & Communication in the Elderly. Boston MA.
- * May 4-5. Conf on Applications of Ling Theory in the Human Sciences. E Lansing MI. [See LR 21:5, p14]
- * May 4-6. Midwest Slavic Conf. Minneapolis MN. (Write: Adele K. Donchenko, Coord, Dept of Slavic Langs, U Minnesota, Minneapolis MN 55455.)
- May 5-6. Calif Ling Assn, 9th. Sacramento CA.
- May 8-11. Natl Assn for For Student Affairs, 31st. Phoenix AZ.
- May 8-13. Canadian Council of Tchers of Eng, 12th. Ottawa, Ont., Canada.
- May 21-25. Inst on Library Collections for the Spanish Spking. Denton TX.
- * May 23-26. Societe pour la promotion de l'enseignement de l'anglais, 7th. Montreal, Canada. [See LR 21:5, p8]
- June 4-6. Inst on Bilingual Humanities for Children. Denton TX.
- June 8-9. Sym on Langs in Contact & Conflict. Brussels, Belgium.
- * June 11-20 & July 2-23. Multilingual & Cultural Inst. Rio Piedras PR. [See LR 21:5, p6]
- * June 13-Aug 14. Summer Asian Prog in Japanese. Ithaca NY. [See LR 21:5, p6]
- June 18-Aug 10. Indiana U Slavic Workshop, 29th. Bloomington IN.
- * June 25-July 20. U Louisville Intensive Summer Lang Inst for Tchers & Advanced Students of French & Spanish, 2nd. Louisville KY. [See LR 21:5, p6]
- June 25-Aug 3. TESOL Summer Inst, 1st. Los Angeles CA.
- * June 29-July 2. Intl Phonology Mtg, 4th, and Assoc Intl de Phonologie. Vienna, Austria. (Write: Phonologietagung, Inst für Sprachwissenschaft der U Vienna, Luegerring 1, A 1010 Vienna, Austria.)
- July 2-6. Cong of the Intl Assn for Semiotic Studies, 2nd. Vienna, Austria.
- * July 5-20. Summer Inst on Advanced Study on Ed Research for Asian Amers Berkeley CA. [See LR 21:5, p6]
- July 6-13. Intl Cong of Celtic Studies, 8th. Galway, Ireland.
- July 16-20. Intl Conf on Social Psych & Lang. Bristol, England.
- * July 19-Aug 15. Summer Tcher Training Prog for Japanese Lang Instructors. Ithaca NY. [See LR 21:5, p6]
- July 23-Aug 31. LSA Ling Inst, 49th. Salzburg, Austria.

See Meetings & Conferences—9, Col. 2

conferences, workshops, seminars

The 5th Annual Conference of the Society for Intercultural Education, Training and Research (SIETAR) will be held Mar 2-9, 1979 in Mexico City. Theme: Intercultural Transactions through Education, Training, and Research. The conference format will include core and plenary sessions, experimental workshops, symposia, roundtable panels and paper sessions, with the highlight of the conference being a keynote address by Sra. Lopez Portillo, Mexico's First Lady. Other items of interest are Symposia on Canadian Education within a Multi-Cultural Context and Teaching Culture through Language Instruction and Area Studies; a Core Session on National Language Policies; a Special Session on the Potentiality for Bicultural, Bilingual, and Binational School Systems within the U.S./Mexican Border Region; and the presentation of papers on such topics as verbal interaction in culturally diverse classrooms, national languages vs. ethnic minorities, the cultural basis of gesture in teaching Spanish, Spanish as a second language in Mexico, language indicators, and a taxonomy of coping strategies used in multicultural settings. For further information write: Diane Zeller, SIETAR, Georgetown U, Washington DC 20057.

In response to current public concern over student achievement of minimal competencies for school promotion and graduation, the National Council of Teachers of English will sponsor a series of **Spring Workshops** dealing with the competency movement in reading, writing, speaking, and listening, and the concerns English and language arts teachers have about its effects on the curriculum. The workshops will be held Mar 2-3 (Nashville TN), Mar 9-10 (Milwaukee WI), Mar 30-31 (Rochester NY), and Apr 20-21 (Albuquerque NM), and will address such questions as: (1) What are the minimum competencies which should be specified in reading, literature, writing, speaking, listening, and oral language? (2) How can English and language arts teachers constructively implement mandated competencies in the classroom? (3) How do teachers evaluate mandated competencies? For advance registration materials write: Info Services, NCTE, 1111 Kenyon Rd, Urbana IL 61801.

The 2nd Annual Southeastern Native American Bilingual Education Conference will be held Mar 5-7, 1979 in Jackson MS. Symposia on the following topics are planned: ESL in Bilingual Education, Reading in Bilingual Education, Muskogean Languages, Measurement and Evaluation in Bilingual Education, and Community Involvement. Individuals or institutions interested in participating in or attending the conference are invited to contact: Prog Cte, SENABEC II, c/o BECOM, Mississippi Band of Choctaw Indians, Rt 7, Box 21, Philadelphia MS 39350.

The 8th Annual U Wisconsin-Milwaukee Linguistics Symposium, a Conference on Current Approaches to Syntax, will be held Mar 15-17, 1979. The conference will bring together representatives of 14 current approaches to syntactic description with a view toward determining the nature of the differences that exist

among them. The approaches are: relational grammar (David Perlmutter, U Cal-San Diego); role and reference grammar (William Foley, Australian Natl U, and Robert Van Valin, Temple U); functional grammar (Susumo Kuno, Harvard); epiphenomenal syntax (James McCawley, U Chicago); cognitive grammar (George Lakoff, U Cal-Berkeley); functional grammar (Simon Dik, U Amsterdam); equational grammar (Gerald Sanders, U Minnesota-Twin Cities); trace theory (David Lightfoot, U Utrecht); functionally interpreted base generated grammar (Michael Brame, U Washington); corepresentational grammar (Michael Kac, U Minnesota-Twin Cities); daughter-dependency grammar (Paul Schachter, UCLA); montague grammar (Robin Cooper, U Wisconsin-Madison); tagmemics (Linda Jones, Summer Inst of Ling); stratificational grammar (William Sullivan, U Florida). For further information write: Dept of Ling, U Wisconsin-Milwaukee, P.O. Box 413, Milwaukee WI 53201.

In celebration of the year of the child, the 1979 National Conference on Language Arts in the Elementary School will focus on "Language and Literature: The Child's Search for Meaning." To be held Mar 23-25 in Hartford CT, the conference will study the active role children play in understanding and shaping their world, and the implications this has for language arts education at the elementary school level. Sessions will focus on the ways children create meaning through their experiences with language and literature. Write: Info Services, NCTE, 1111 Kenyon Rd, Urbana IL 61801.

The 1st Annual Three Rivers Conference on Communicative Disorders, sponsored by the U Pittsburgh Chapter of the National Student Speech and Hearing Association, will be held Mar 30-31, 1979 in Pittsburgh PA. Featured speakers: Laurence Leonard, Gerald Studebaker, and Orlando Taylor. Additionally, there will be four short courses led by Louise Kent, Jeanette Leonard, George Shamer, and Robert Sparks, and 18 mini-courses. For further information contact: Rita Vidunas, Rm 1109, Mail Box 12, Cathedral of Learning, Pittsburgh PA 15260.

The Ethnic Heritage Studies Project of the American Association of Colleges for Teacher Education (AACTE) is sponsoring several Institutes on Multiethnic Studies for Teacher Education. Institute objectives are: (1) to provide information about the concept of multiethnic/multicultural education; (2) to help develop skills for interpersonal communication with persons of diverse ethnic backgrounds and for dealing with prejudice and stereotyping; (3) to provide guidance in program design and implementation; (4) to make available for review resources for ethnic studies/multicultural education. The first institute was held Feb 8-10 in Dallas; the other institutes are planned for Apr 5-7 in San Francisco and Apr 26-28 in New York City. If interested in attending contact: Kobla Osayande, Prog Asst, AACTE, Suite 610, One Dupont Cr, Washington DC 20036.

See Conferences—14, Col. 1

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Applications are invited for academic posts at Kuwait University. Contracts for two years renewable for a further period of four years if convenient to both applicant and the University.

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2. Free furnished accommodation with water and electric supplied.
3. Excess baggage allowance in the vicinity of 30 (*thirty only*) kilogrammes for the staff member and 20 (*twenty only*) kilogrammes for each member of his family shall be incurred by the University, provided these members accompany him upon his joining the service.
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5. Gratuity at the end of service shall be one month's basic salary for each year spent in the service of the University.

Application and Curriculum Vitae forms are obtainable from the nearest Kuwait Embassy. Completed application, accompanied by three letters of recommendation, together with a non-returnable copy of the candidate's publications should be submitted *directly* to: **Kuwait University, Department of Administration Affairs, P.O. Box 5969, Kuwait.** Short term contracts (e.g. sabbatical, visiting, etc.) will also be considered.

NEW AT CAL—from page 5

first step in the project will include documentation, through observation and interviews, of the actual uses of reading and writing. The project will also examine the values and attitudes adult workers have toward reading and writing, identify significant non-work uses of reading and writing, and examine the cognitive correlates of specialized uses of these skills.

• The Center is pleased to welcome the following new members to its Board of Trustees: Hernan LaFontaine (Executive Administrator, Office of Bilingual Education, New York City); Claudia Mitchell-Kernan (Professor of Anthropology, UCLA); Arnold M. Zwicky (Professor of Linguistics, Ohio State U); and Victoria A. Fromkin who, as the new Secretary-Treasurer of the Linguistic Society of America, will serve in an *ex-officio* capacity.

CONFERENCES—from page 12

The Department of Linguistics at U Illinois is planning its 1st Roundtable on South Asian Language Analysis for Apr 7-9, 1979. The roundtable's first two sessions—Language Policies in Africa and South Asia and Serial Verb Constructions in African and South Asian Languages—will be held Apr 7 in conjunction with the 10th Conference on African Linguistics. Abstracts are invited for a proposed general session only (participation in other sessions is by invitation). Send by Feb 15 to: Hans Hock, Chair, Planning Cte, Dept of Ling, 4088 FLs Bldg, U Illinois, Urbana IL 61801.

"Reading and Language in the United Kingdom and Scandinavia" will be the theme of an Anglo-Scandinavian Conference on Reading for reading and language specialists, to be held Apr 9-14, 1979 at Leeds Polytechnic in England. The goal of the conference is to strengthen links between these specialists. The program includes reading for immigrants (foreign language and dialect); survey testing; diagnosis and remediation; and development of motivation, interests, and attitudes. Participation is limited to 120, with some participants accepted outside the United Kingdom and Scandinavia if space is available. For information contact: K. Whaley, Conf Coord, Flat 1, 14 Otley Old Rd, Leeds LS16 6HD, England.

The 1st National Asian Pacific American Education Conference will be held Apr 25-27, 1979 in San Francisco. Co-sponsored by the National Association for Asian-American and Pacific Education (NAAAPE) and the Asian and Pacific American Concerns Staff, U.S. Office of Education, the theme of the conference is "Directions for the 1980s." Presentations of special interest include: "Multicultural Education" (Carlos Cortes, U Cal-Riverside); "School District Policy-Making" (Jessie Kobayashi, Supt, Murray Elem Sch Dist, et al.); "The Changing Asian and Pacific American Population and its Impact on the Schools" (Albert Yee, Dean, Grad Sch of Research, CSU-Long Beach); "Minimum Competency Standards" (Homer Elseroad, Dir of Elem & Secondary Ed, Ed Commission of the States); "Desegregation and Lau" (Tom Hibino, Office of Civil Rights, Chicago, et al.). For further information write: Linda Wing, Conf Chair,

c/o Asian Amer Bilingual Cntr, 2168 Shattuck Ave, 3rd Fl, Berkeley CA 94704.

The Department of Linguistics and Oriental and African Languages at Michigan State U invites abstracts of papers for Applications of Linguistic Theory in the Human Sciences, the third in a series of metatheory conferences, to be held May 4-5, 1979. Invited speakers and their topics include: "Linguistics and Reading: Sentence Complexity and Measures of Readability vs. Meaning Conveyed by Subordinating Constructions" (Alice Davison, U Illinois); "Communicative Competence as Interactional Competence" (Frederick Erickson, Michigan St U); "The Interface of Sociolinguistics and Linguistic Theory" (Charles Ferguson, Stanford); "Many a Slip 'twixt the Hand and the Lip: Applying Linguistic Theory to Non-Oral Language" (Susan Fischer, Natl Tech Inst for the Deaf); "Language and Dominance in the Classroom" (Olga K. Garnica, Ohio St U); "Towards a Psychology of Phonology: Child Phonology as a First Step" (Lise Mann, Boston U Sch of Medicine); "Contributions of Neurolinguistics to the Theory of Bilingualism" (Michel Paradis, McGill U); "Linguistic Contributions to Aphasia and Brain Theory" (Harry A. Whitaker, U Rochester). The program committee is also accepting a limited number of 20-minute presentations. Potential participants should be as specific as possible in describing the purpose and relevance of their contribution to the conference theme. Submit typewritten abstracts (500 words maximum) by Feb 20 to: Robert K. Herbert, Conf Coord, Dept of Ling & Oriental & African Langs, MSU, E Lansing MI 48824.

The 17th Annual Meeting of the Association for Computational Linguistics is scheduled for Aug 11-12, 1979 at U Cal-San Diego. Papers are solicited on linguistically and computationally significant topics, including: (1) theoretical and methodological problems of computational linguistics (mathematical foundations, software tools); (2) computational semantics (linguistic semantics, deductive logic, artificial intelligence); (3) automatic syntactic parsing and synthesis of natural languages; (4) computational lexicography and stylistics (concordances and statistical studies); (5) speech recognition and synthesis, graphemics (character recognition); (6) automated terminology dictionaries, machine translation, machine-aided translation. Authors wishing to present a paper should submit five copies of an extended abstract (no more than 1,000 words) by Apr 1, 1979 to: Norman Sondheimer, Sperry UNIVAC, P.O. Box 500, M.S. 2G3, Blue Bell PA 19424.

Three special sessions of interest to linguists are being considered for the 1979 Modern Language Association (MLA) Convention, to be held in San Francisco Dec 27-30. They are: Electronic Media and the Teaching of Language and Culture (send program suggestions, briefs, outlines, and papers to Everett F. Jacobus, Jr., 243 E Third Ave, Roselle NJ 07203), Latin-American Spanish Dialects in the United States (send 3-4 page abstracts by Mar 1 to Gary Eugene A. Scavincky, Asst Prof, Spanish, Wayne St U, Detroit MI 48202), and the Methodology of Geolinguistics (send letter of inquiry by Apr 15 to Richard E. Wood, Boyd Hall, Plymouth St Coll, U New Hampshire, Plymouth NH 03264.)

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the journal, published by the Midland Association for Linguistic Studies, write: Christopher Kennedy, Eng Lang Research, U Birmingham, P.O. Box 363, Birmingham B15 2TT, England *The Bilingual Syntax Measure* (by Marina K. Burt, Heidi C. Dulay, and Eduardo Hernández) is now available in an edition for grades 3-12. Using a cartoon storyline, the BSM-II measures proficiency in both Spanish and English. For further information contact: Marina K. Burt, Bloomsbury West, 545 Sansome St, San Francisco CA 94111 *A Directory of Visiting Fulbright Lecturers and Researchers in the U.S. 1978-1979* is now available. The *Directory* contains entries for about 650 scholars from 64 countries. Visiting scholars may be invited directly to participate in professional conferences or to give occasional lectures or seminars as their programs permit. Copies of the *Directory* are available free from: Council for Intl Exch of Scholars, 11 Dupont Cr, Suite 300, Washington DC 20036.

Lessons in Hopi, by Milo Kalcetaca. Edited by Ronald W. Langacker. Tucson, U Arizona Press, 1978. vi, 234 pp. \$5.95 paper.

This pedagogically-oriented book, written by a Hopi for linguists and non-specialists, consists of 30 grammar lessons principally designed to enable an English-speaking reader to learn to speak Hopi (Songoopavi Dialect). Each lesson, graded in difficulty, includes exercises to aid in mastery of the language (answers to exercises are also included for purposes of self-instruction) and grammatical material using vocabulary introduced in previous or concurrent lessons. Comparison is made between Hopi and English where applicable, especially in presenting the Hopi sound system. In addition, 10 dialogs, three reading texts, and Hopi-English/English-Hopi lexicons are included, as well as four appendices which will give the student more insight into Hopi culture.

Speakers of Hopi will also find this book helpful in making explicit what they already know implicitly about their language.

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The Center for Applied Linguistics, established in 1959 through a grant from

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The *Linguistic Reporter*, a newsletter for all those concerned with linguistics and its application to practical problems, is published 9 times a year. Subscriptions are entered on an academic year basis only, with each new volume beginning in September and concluding in June of the following year. Editorial communications, advertising inquiries, and books for review should be directed to the Managing Editor, *Linguistic Reporter*, CAL, 1611 N Kent St, Arlington VA 22209. Communications concerning subscriptions should be directed to the Subscriptions Secretary at the same address. Permission is granted for quotation or reproduction from the *LR* provided acknowledgement is given. Subscription rates \$6.00; \$8.00 (foreign surface mail); \$11.00 (domestic and Canadian airmail); \$16.00 (foreign airmail)

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CHINA UPDATE:

Institute of Linguistics and Philology Formed

According to the *China Exchange Newsletter*, the need to increase scholarly enquiry and debate, both in quantity and quality, has resulted in the creation of a new Chinese Academy of Social Sciences (CASS) comprised of 18 reported institutes, among which is the Institute of Linguistics and Philology, headed by Lü Shu-Xiang. The institute will publish journals, establish graduate programs, and sponsor meetings, and plans to enroll post-graduates to study modern contemporary Chinese, comparative English and Chinese grammar, Chinese dialects, experimental phonetics, and computer translation. Other activities include the compilation or revision of over 100 dictionaries of Chinese and foreign languages (being compiled by universities, research centers, and publishing houses in municipal and regional centers.) In recent activities, Professor Lü, who is also the editor of *Chinese Languages*, presided over a meeting in Suzhou (Soochow) attended by over 50 representatives from universities and the press to discuss lexicography and a program for language study.

In an effort to meet the need for scholarly cooperation, a number of American linguists have been invited to work at various locations throughout China. Professors Teresa M. Chen of San Francisco State and her husband, C.C. Liao, will be working with the Institute. Additionally, Yao Shen and Jason Alter of U Hawaii have been invited to teach in China. Shen and Alter will work in the English Department of the Foreign Language Institute in Peking, where all college-level foreign languages are taught in the capital. There they will evaluate materials and the curriculum and offer courses for teachers of English language at the Institute. After two years, the teacher-students will be divided into small groups to be sent to the U.S. for concentrated training in an English-speaking environment. John Rohsenow (U Illinois) will be teaching at Hangzhou (Hangchow), and Thomas S. Scovel (U Pittsburgh) is at Tianjin (Tientsin).

Chinese Scholars Arrive

In addition, Chinese scholars have begun to arrive on several American campuses, including Georgetown, American U, and Stanford. The approximately 60 students studying at American U and Georgetown arrived in January and represent the first of about 500 scholars and scientists to arrive from the People's

Republic of China. Most are teachers or researchers in scientific fields who are studying English in preparation for post-graduate study here. Although many had believed that the Chinese would be in need of extensive English language training, most arrive with more advanced skills, having studied English in China for many years.

The majority of Chinese scholars will arrive this May. As many as 10,000 students and scholars may be sent

See China—9, Col 1

Foreign Language Day!

CAL has joined the American Council on the Teaching of Foreign Languages (ACTFL) and the Modern Language Association (MLA) in designating Apr 6, 1979, as Foreign Language Day. During that Friday, which is the last day of National Foreign Language Week, members of the foreign language teaching profession are invited to join the effort to promote wide public participation in the work of the President's Commission on Foreign Language and International Studies by organizing a town meeting in their community. The town meeting will provide an opportunity for parents, business people, school administrators, and others to share their interest in promoting and enhancing second language study at all levels of education.

ACTFL is asking all who wish to help to supply the following information: (1) organizer's name, address, and telephone number; and (2) proposed location of the town meeting. ACTFL will provide guidelines for organizing the town meeting and suggestions for program activities and press coverage. For further information contact: ACTFL, 2 Park Ave, New York NY 10016; (212) 689-8021.

A report summarizing the issues discussed during the town meetings will be prepared by ACTFL, MLA, and CAL and will be forwarded to the Commission.

Also providing input to the foreign language community (although along slightly different lines) is the Northeast Conference on the Teaching of Foreign Languages, which has prepared an information kit and a 10-minute filmstrip/cassette program intended to publicize the President's Commission and to encourage public support for foreign language study. The kit contains information about the Helsinki Agreement, the Commission, and materials helpful in preparing news releases about the Commission. Single copies are free; multiple copies are available for purchase, with the entire filmstrip/cassette program costing \$15.00. Write: Northeast Conference on the Teaching of Foreign Languages, Box 623, Middlebury VT 05753.

THE LANGUAGE SURVEY OF THE SUDAN

[Editor's Note: We'd like to thank Dr. Yusuf F. Hasan, Director of the Institute of African and Asian Studies at U Khartoum, for this interesting and informative report.]

The Sudan is a multilingual and multiethnic country which contains within its borders representatives of all major African language groups except the Khoisan language of Southern Africa. Estimates of the number of languages spoken in the Sudan reportedly range from 106 to 113.

In spite of its multiplicity of languages, the Sudan is unique when compared to other multilingual countries: almost half of the population speak or claim to speak one language—Arabic—as their first language. Arabic is also spoken as a second language by a substantial number of the population, and can, therefore, be considered a dominant lingua franca in the Sudan, used even in non-Arabic speaking towns amongst people whose languages are mutually unintelligible. Arabic is the official language of the state, and is the medium of instruction in all primary, junior, and senior schools in the northern Sudan as well as in most primary and junior secondary schools and in some senior secondary schools in the south, where the majority of the population do not speak Arabic as a first language. Yet in spite of the predominant role of Arabic in the above spheres, the other languages have not been totally ignored. Some of the major non-Arabic languages are even taught in the early years of primary school, particularly in the South.

In recognition of the important role played by these various languages, the Institute of African and Asian Studies at the University of Khartoum embarked on the Language Survey of the Sudan. The major aims of the survey are: (a) identifying and classifying languages and dialects spoken in the Sudan; (b) accounting for how many people know each language or dialect, and how well; (c) studying for what purpose(s) each language and dialect are used; and (d) mapping language distribution and language use for planning purposes.

The survey, launched in 1972 by the Institute under the direction of Yusuf Fadl Hasan, with support from the Ford Foundation, was designed and executed by Björn Jernudd with the assistance of Sayyid Hamid Hurreiz and Ushari Ahmad Mahmud. Since 1973, the survey has been co-ordinated by Herman Bell; the Ministry of Education (especially at Dilling) has helped collect the data. Included on the Advisory Board are representatives of ministries such as Education, Information, and Culture, for whom the results of the Survey have an immediate bearing.

The first results of the survey were published in early 1978, but both publications and fieldwork are still in progress. About one-fifth of the Sudan has been covered.

Initially, work was conducted in some of the most complex linguistic areas of the Sudan, especially the Nuba Mountains of Southern Kordofan and the Ingassena region of the Blue Nile province. A beginning has also been made in the widespread area of Dinka speech in southern Sudan.

In early 1976 a small team from the Institute gave a brief course in field procedures to 31 staff members of

the Teachers Training College of Dilling in the Nuba Mountains and to the student body in order to stimulate interest in the complex linguistic background of the Nuba Mountains. The staff members spent from three to four weeks in selected localities throughout the Nuba Mountains collecting data. They used random samples by making a sketch map of the locality, assigning numbers to the various houses, and then conducting interviews in every fifth house. Altogether, about 1600 individuals were interviewed.

The use of college staff members had two favorable results. First, the standard of work in filling in the questionnaires was high. Second, the persons who would continue training teachers in this area became more interested and better informed about the language situation there.

Survey results are being published at the Institute in two parallel series: the *Language Survey Series*, which includes special analyses and also general synthetic studies of larger regions, and the *Sample of Locality Series*, which publishes results of each particular sample in a standard format to facilitate comparison of one locality with another. The format for the *Sample of Locality Series* includes the following information:

- Languages spoken, indicating how many people speak the language and how often.
- Languages needed for communication, showing what language or combination of languages are necessary to reach everyone in the locality, for example, by radio or by public address system (subdivided by age and sex).
- Inter-ethnic patterns of communication, which present the extent of bi- and trilingualism in the three major languages of the sample, and the extent to which one local language is being acquired by the speakers of another.
- Language dynamics, showing the proportion of speakers of each major language who did not claim it as their mother tongue and the extent to which languages are declining or being abandoned.
- Context of languages, indicating whether the major languages are used more at home or in the market.
- Literacy, giving the percentage of persons literate in Arabic or English (and occasionally other languages) and demonstrating which mother tongues are associated with a low degree of literacy.
- Educational attainment and mother tongue, showing which mother tongue groups have achieved only a low degree of education and may therefore require special attention.
- Extent of Arabic spoken by younger children who are not yet educated, highlighting certain linguistic bottlenecks to education.

One of the earliest publications to come out of the survey was *Language Survey Questionnaire Manual*, by Herman Bell (1976). Those which have appeared thus far, or are about to appear, in the *Language Survey Series* are: (1) *Language Survey Studies*, (1978); (2) *The Language Situation in Heiban*, by Sara Yousif Ismail (1978); (3) *The Use of Arabic in the Kronogo Jebels and at Tabanya*, by Eileen Kilpatrick (1978); (4) *The Nuba*

Mountains: A Preliminary Analysis, by Herman Bell (forthcoming); (5) Language Survey Tabulation Manual, by Herman Bell (1978); (6) Language Survey of the Sudan, an Interim Report, by Björn Jernudd and Sayyid Hamid Hurreiz (1978).

Sample of Locality Series publications include: (1) Southern Kordofan, The Nuba Mountains, Masakin (1978); (2) Southern Kordofan, The Nuba Mountains, Krongo (1978); (3) Southern Kordofan, The Nuba Mountains, Habila; (4) Southern Kordofan, The Nuba Mountains, Eliri (1978); (5) Southern Kordofan, The Nuba Mountains, Kudr, Angarko (1978); (6) Southern Kordofan, The Nuba Mountains, Umm Dorain, Mirta (1979); (7) Southern Kordofan, The Nuba Mountains, Dair: Sidra, Farla (1979); (8) Southern Kordofan, The Nuba Mountains, Lagawa (1979); (9) Southern Kordofan, The Nuba Mountains, Lagawa (1979); (10) Southern Kordofan, The Nuba Mountains, Liguri, Tesei, Umm Danab (1979); (11) Southern Kordofan, The Nuba Mountains, Al-Abbasiya, Tegali (1979); (12) Southern Kordofan, The Nuba Mountains, Nyimang (1979); (13) Southern Kordofan, The Nuba Mountains, Keiga, Debri (1979); (14) Southern Kordofan, The Nuba Mountains, Keiga (1979); (15) Southern Kordofan, The Nuba Mountains, Al-Goz (1979); (16) Southern Kordofan, The Nuba Mountains, Dair: Sidra, Kundukur (1979); (17) Southern Kordofan, The Nuba Mountains, Delami, Abri (1979); (18) Southern Kordofan, The Nuba Mountains, Al-Goz (1979); (19) Southern Kordofan, The Nuba Mountains, Umm Barumbeita, Faid Umm Abdulloh (1978); (20) Southern Kordofan, The Nuba Mountains, Shwai, Otoro (1979); (21) Southern Kordofan, The Nuba Mountains, Wali, Julud, Temein (1979); (22) Southern Kordofan, The Nuba Mountains, Dain: Al-Ain (1979); (23) Southern Kordofan, The Nuba Mountains, Nyimang (1979); (24) Southern Kordofan, The Nuba Mountains, Wali, Julud (1979); (25) Southern Kordofan, The Nuba Mountains, Shwai, Umm Heitan (1979); (26) Southern Kordofan, The Nuba Mountains, Nyimang (1979); (27) Southern Kordofan, The Nuba Mountains, Nyimang (1979); (28) Southern Kordofan, The Nuba Mountains, Tukma (1979); (29) Southern Kordofan, The Nuba Mountains, Miri (1979).

Other publications related to the survey are: (1) "A Preliminary List of People Working on Languages of Sudan," by Björn Jernudd, Sudan Research Information Bulletin 5, April 1975; (2) Teachers and Language in Sudan, a Questionnaire Survey of Teachers in Junior Secondary Schools, by Björn Jernudd; (3) "A Data Bank for Sudanese Languages," by Herman Bell. In Sayyid Hamid Hurreiz and Herman Bell, eds., Directions in Sudanese Linguistics and Folklore. (Sudan Studies Library, 4.) Khartoum, Institute of African and Asian Studies, 1975.

Survey publications may be obtained from the Institute of African and Asian Studies, University of Khartoum, P.O. Box 321, Khartoum, Sudan.

CHINA—from page 1

abroad as part of a Chinese government plan to modernize scientific and technical fields in the PRC. The science and technology conference held in Peking last March was one of the first moves in that direction. There, China set a goal of modernizing the country by the year 2,000 through study of Western science and

technology. In mid-November, six research scholars from scientific and technical fields entered Stanford for two-year programs of advanced study.

To prepare for the influx of Chinese scholars, the National Association for Foreign Student Affairs (NAFSA) is holding a conference for invited participants.

The only scholar from the People's Republic of China who has been affiliated with an American university this year is William Liu from Tianjin (Tientsin) U. who has been at U Cal-Berkeley.

Journalists Adopt New Chinese Spelling for Place Names

"After some hesitation, most major American news organizations have decided to risk massive confusion and switch to Peking's new official Roman letter spelling system for Chinese names and places," says Jay Mathews in "China Is China, But Hangchow Is Hangzhou," in an article appearing in the Washington Post, March 5, 1979. Those adopting the "Pinyin" (phonetic) system include: the New York Times, the Associated Press, and United Press International, as well as Reuter and Agence Franco-Presse, who converted some time ago to the new spelling system. The Post will continue to use older spellings for famous deceased Chinese, including Mao Tse-tung and Chou En-lai, but Chinese Vice Premier Ten Hsiao-ping will now be Deng Xiaoping and Hangchow is now Hangzhou.

The new Roman spelling system, introduced 20 years ago (to help, among other reasons, disseminate the standard form of the Peking dialect) is part of a "colossal scheme" to convert the Chinese written language with its more than 5,000 characters to a Roman alphabet for use in all typewritten or telegraphic communication. According to Mathews, the Chinese government began using the new system on January 1 for all of its foreign language publications, including the English-language service of the New China News Agency, a major source of information for American journalists in China. The United Nations and some U.S. government agencies have also adopted the new spellings.

Many publications intend to include the older, more familiar spellings of names and places in parentheses following the new form. Some will retain older spellings of familiar places; for example, Peking will be used (rather than Beijing, the new spelling) by the Post. China's own English language service continues to use China (rather than the new Zhongguo).

The Pinyin system removes the apostrophe used by the Wade-Giles system (a widely-used Roman system named after Sir Thomas Wade and Herbert Giles, two British scholars who developed it in the 19th century). However, it does not solve the problem of rendering Chinese tones. Under this new spelling, two northern Chinese provinces are both spelled Shanxi. To make a distinction between them, however, an extra "a" has been added to one to indicate a different tone in the first syllable.

In an effort not to cut future generations off from the more than 2000 years of Chinese history, however, the Chinese are seeking a way for modern computers to transmit the characters as swiftly as letters of the alphabet.

CONFERENCES—from page 13

be held at the end of October at Clarion State College (again in conjunction with the annual meeting of the Mid-Atlantic Region of the Association for Asian Studies). Themes to be addressed include: (1) course goals, specifying the particular skills to be taught and their relative importance in a first year program; (2) the textbook, i.e. basis for text selection, the relationship of the text to achievement of course goals, and its utilization in ways to maximize its strengths and minimize its weaknesses; (3) methodology, i.e. how each of the various language skills are actually taught in the classroom; (4) evaluation, i.e. how the language skills acquired are formally evaluated. Abstracts by Apr 1, 1979 to: Dayle Barnes, Dept of East Asian Langs & Lits, 224 Mervis Hall, U Pittsburgh, Pittsburgh PA 15260.

The Midwest Modern Language Association has issued a call for papers to be presented at the Association's Section on Applied Linguistics. This section will focus on "The Political Context of Language Instruction," and seeks papers dealing with any aspect of the relationship between political/governmental affairs and language teaching, especially descriptions and/or evaluations of specific bilingual education or other programs mandated and/or supported by legislative action. Write: Stephen J. Gaies, Dept of Eng Lang & Lit, U Northern Iowa, Cedar Falls IA 50613.

MEETINGS & CONFERENCES—from page 7

- vallis OR. [See LR 21:6, p 13]
Aug 2-4. LSA Summer Mtg, 40th, and Salzburg Tagung (Psycholinguistics), 5th. Salzburg, Austria.
Aug 6-11. Intl Cong of Phonetic Sciences, 9th. Copenhagen, Denmark.
Aug 11-12. Assn for Computational Ling, 17th. La Jolla CA.
Aug 13-18. Intl Conf on the Teaching of Spoken Eng, 2nd. Leeds, England.
* Aug 21-31. NATO Advanced Study Inst on Recent Dvlpmts in Lang & Cognition: Sign Lang Research. Copenhagen, Denmark. [See LR 21:6, p 13]
Aug 23-27. Ann Forum of the Ling Assn of Canada & the U.S. (LACUS), 6th. Calgary, Alberta, Canada.
* Sept 19-21. Socioling Sym. Birmingham, England. (Write: Suzanne Romaine, Dept of Ling, U Birmingham, P.O. Box 363, Birmingham B15 2TT, England.)
Dec 18-21. Intl Assn of Tchrs of Eng as a FL (IATEFL), 11th. London, England.

Indicates 1st listing for conference. Details on other items in the above list will be found in previous issues of the LR.

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The Center for Applied Linguistics, established in 1959 through a grant from

the Ford Foundation, is an independent, non-profit professional organization dedicated to the application of the findings of linguistic science to the solution of educational and social problems. The Center carries out policy studies, research and development, and works to promote cooperation between linguistics and other disciplines.

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a newsletter in applied linguistics

CAL Celebrates its 20th Anniversary

by Jo Ann Crandall

As the current editor of *The Linguistic Reporter*, it is my privilege to introduce this special anniversary issue. A number of people who have had a long association with the Center have contributed to this issue:

• Charles A. Ferguson (Stanford), the first Director of the Center and currently a member of our Board of Trustees, and Rudolph C. Troike (National Clearinghouse for Bilingual Education), who directed the Center from 1973 to 1978 and helped found the Bilingual Clearinghouse, provide perspectives from their tenure with the Center. G. Richard Tucker, our current Director, outlines future directions for CAL.

• Melvin J. Fox (Ford Foundation, retired), another member of our Board of Trustees, discusses the continuing relationship of the Center with the Ford Foundation's work in language development, citing CAL's varied roles as "conceptualizer," "collaborator," "silent partner," or "implementer."

• Richard T. Thompson (Chief of the International Studies Branch, Bureau of Higher and Continuing Education, U.S. Office of Education) reviews the "two decades of important and highly productive cooperation" between the Office of Education and the Center.

• Sirarpi Ohannessian (formerly an Assistant Director of the Center) describes the part CAL played in the establishment of the TESOL organization.

• Roger W. Shuy, CAL's Associate Director, reviews the importance of research as part of the Center's activities.

In addition, we've included the opening remarks of James E. Alatis (Dean of the School of Languages and Linguistics, Georgetown University, and Executive Secretary of TESOL) at this year's Georgetown Roundtable on Languages and Linguistics. Alatis describes the extensive, continuing relationship between CAL and Georgetown.

Throughout its twenty years the Center has had outstanding directors—scholars of note—who have left their indelible imprints. They include Martin Joos, John Lotz, Albert Marckwardt (all now deceased), and A. Hood Roberts.

As you can see from the reproduction of the first page of our first LR, we've changed considerably in our 20 years of publication. However, although the style, tone, and format may have been altered many times, the LR has kept its original purpose as announced in that first issue—to make "the Reporter a clearinghouse of information about applied linguistics." In our continuing effort to serve as an information clearinghouse in applied

Our Beginnings . . .

THE LINGUISTIC REPORTER

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APRIL 1979

MLA AND FORD ANNOUNCE NEW CENTER

Clearinghouse Set Up in D.C.

The Modern Language Association is celebrating the establishment of a Center for Applied Linguistics in Washington, D.C., which began operation on Monday, February 19, 1979, with the 10th Anniversary of Harvard Center for Applied Linguistics. The Center which is being formed in several stages in a continuing process on the field of linguistics will serve as a clearinghouse for research, information, and materials on individual systems and the application of linguistics to various fields of language problems.

Language Problems

In the last few years certain language problems in the United States, among them the problem of non-native speakers of English who are the subject of training, through American in the major languages of Asia, Latin America, and Africa, have become language barriers and the problem of bilingual and biculturalism in various fields and countries have.

Linguistic Science in U.S.

One of the major fields in the United States have been an increasingly growth of linguistics science in the United States, largely confined to the study and significance of such sciences in the world. It is generally acknowledged that linguistics theory and the study of linguistic research can make an important contribution to the solution of language problems, but it is important to apply linguistics in the same context of such fields as become apparent. One of the major languages in the United States is a wide shortage of personnel trained in the application of linguistics to the solution of language problems, the production of adequate pedagogical and reference materials for various languages is proceeding much too slowly and linguistic technology is not being used to development and improvement. In the other side there is an

absence of a much better communication among linguists, psychologists and language teachers, all these factors are contributing their professional interests in isolation from one another and for integration of such developments in the general and in psychology with the field of practical experiments accumulated by language teachers and administrators of language problems.

Critical Role

The Center for Applied Linguistics is expected to play a critical role in the solution of the last phase in solving the current educational and available supply of personnel and materials by exploring the current research and practice in the solution of language problems in the major languages of the Middle East and South and Southeast Asia and in identifying and distributing materials and information important to the solution of the Center will include the regular publication of a newsletter, the setting up of language and a study files, and the opening of a library of existing pedagogical materials.

Staff Biographies

The staff of the Center will include the following members of its Executive Director Dr. Ralph Morgan Jr. and a Staff Associate Mrs. Nora Walker. Dr. Morgan is Professor of Linguistics and has had varied experience in applied linguistics and has been involved in language teaching for eight years in the Foreign Service Institute of the United States Department of State and consultation with various agencies and institutions concerned with language problems, both governmental and non-governmental. He has served as Visiting Professor of Linguistics at Georgetown University and at Oregon College of Arts and Sciences, and as a present Lecturer on Linguistics at the Center for Middle Eastern Studies at Harvard.

Dr. Morgan served twelve years as a high school and college teacher of English



CHARLES A. FERGUSON
Distinguished Professor

and recently as a Federal Member of Congress with the United States for the United States for Congress. The American Office of Education in the United States has been a member of the National Science Foundation, the National Endowment for the Humanities, the National Institute of Education, the National Institute of Health, the National Institute of Child Health and Human Development, and the National Institute of Mental Health.

Mrs. Walker served seven years as the Foreign Service Institute of the United States Department of State. During that period she published several studies and administrative assistance to the Director of the School of Foreign Affairs. Mrs. Walker also assisted in the development of the Foreign Service Institute of the United States Department of State. During that period she published several studies and administrative assistance to the Director of the School of Foreign Affairs.

Administration and Policy

Administratively the Center for Applied Linguistics will be under the Director General of the Modern Language Association. Policy decisions of the Center will be in the hands of an Advisory Committee composed of members of the fields of linguistics, psychology, anthropology and language teaching along with administrators of government and other language programs. The Committee will hold its first policy meeting April 1 in Washington.

linguistics, we're conducting a readership survey in May. We encourage your response. Until then, we welcome your comments about articles and features you enjoy and encourage your suggestions for new columns.

Throughout its 20 years, *The Linguistic Reporter* has tried to report past, present, and future news of interest to the language and linguistic community. The "Meetings and Conferences" section and the "Book Notices" were often the only place that a reader could find out about a new book or an upcoming meeting. Reports of conferences, both national and international, as well as descriptions of language teaching programs and linguistic innovations throughout the world which have appeared in the LR have helped to draw the linguistic community closer together. Sometimes the "state-of-the-art"

See Anniversary—5, Col 2

CAL Responds to Language Problems

by Charles A. Ferguson

[In addition to being a professor of linguistics at Stanford, Dr Ferguson is a member of the Center's Board of Trustees.]

Looking back on the activities of the Center for Applied Linguistics since its establishment in 1959, I now see it as a response of American society to language problems which need attention. The organization, staffing, and funding of CAL (as well as its choice of particular problems to deal with and the effects its efforts have had nationally and internationally) could be seen as determined by the key people involved in its establishment and direction. From my present perspective, however, CAL was and is rather a reflection of the ways American society recognizes social problems of certain kinds and treats them. This perspective in no way detracts from the excitement at CAL in discovering language problems and finding ways of coping with them, and it in no way diminishes the impressiveness of the Center's impact. In 1979, CAL is an accepted, seemingly indispensable part of the national scene for the language profession, as well as for governmental and private agencies and institutions dealing with language issues.

Like many other institutions on the American scene, CAL is an independent, non-profit corporation, basically facilitative rather than authoritative or directive, not responsible to a constituent membership, funded from private foundations and government agencies. It is still struggling to find a long-term financial base such as endowment or assured income from products and services. In other words, CAL will continue to exist and operate as long as it continues to meet people's needs, but it has not reached the kind of permanence which comes from financial security or ritual acceptance.

CAL has addressed a striking range of language problems, and even a partial listing shows the flexibility and versatility of the Center's structure and staff, and its ability to draw on professional expertise and to devise new approaches to urgent problems: teaching English to speakers of other languages, teaching "neglected languages" to speakers of English, language problems of Vietnamese refugees in the U.S., literacy problems in the U.S. and in developing countries, linguistic aspects of urban social problems, linguistic and cultural biases in standardized tests, research and evaluation in bilingual education, the flow of information in the language services, and international cooperation in language fields. All these and many more have been attacked by forming committees, establishing organizations, sponsoring research, publishing documents, and 101 other means.

CAL as a focal point in applying professional knowledge to language problems has been a major facilitator (often the chief mover) in the creation of needed institutions in the English field such as the TOEFL test, the TESOL professional organization, and the National Advisory Council on the Teaching of English as a Foreign Language, the National Clearinghouse for Bilingual Education, and the American Association for Applied Linguistics. In each case, CAL has had to work out its own relations with the new institution for a more effective response to the problems and issues.

In many instances, CAL has found it appropriate to set up a special unit inside the Center or to collaborate with

a complementary organization. Examples include the ERIC Clearinghouse on Languages and Linguistics, the National Indochinese Clearinghouse and Technical Assistance Center, and collaboration with Children's Television Workshop.

Many people know CAL primarily by its publications. The *Linguistic Reporter* made its first appearance two months after the Center opened and for 20 years it has been the world's most informative and most influential

See CAL—12, Col 1

View from the Center: 1972-78

by Rudolph C. Troike, Deputy Director, National Clearinghouse for Bilingual Education

For many people in and out of the field of linguistics, the Center for Applied Linguistics has ever since its inception represented an ideal—a commitment to the belief that a better understanding of language can contribute to making this a better and more humane world. In this respect the Center is probably unique among professional organizations, and it is their dedication to this belief that has always distinguished those who have worked with the Center.

The number of activities and responsibilities which flow from this commitment can at times seem bewildering in their variety, but they are no more and no less varied than the source from which they spring—language itself. As language touches people's lives in manifold ways, so the task of the Center has been to find ways to bring linguistic knowledge to bear on many and varied types of problems.

In serving as the interface between linguistic theory and research on the one hand, and social, economic, and educational problems on the other, the Center has often played a unique role. Part of this role has been in determining where and how linguistic knowledge might usefully be applied; equally important, however, has been discovering the limits of linguistic knowledge, and the need for cooperation with other disciplines in the resolution of problems. A continuing aspect of the Center's work has been sensitizing people to the language dimension of problems, and the potential contribution of linguistics to their solution.

The year 1972 marked something of a turning point for the Center. Many of the needs which had guided its earlier work had declined in importance or were being addressed by other agencies. The traditional concept of applied linguistics was in ferment, as was linguistics itself. And new needs and realities, both domestically and internationally, were presenting themselves. The Center had to adjust to these if its very continued existence was to be justified. Accordingly, after carefully assessing these factors, including the role of the Center, CAL developed a long-range plan and a set of priorities appropriate to the 1970's, and launched upon a program to meet them.

The ensuing period was one of the most active in the Center's history. Whether CAL staff were working on the master plan for the San Francisco schools to respond to the Supreme Court's *Lau vs Nichols* decision, or giving

See View—10, Col 1

NEW DIRECTIONS AT THE CENTER

by G. Richard Tucker, Director, CAL

During the past year, Officers and Division Directors at CAL have once again been examining our mandate, our constituencies, and our strengths and weaknesses to develop a plan of action as well as an administrative structure consistent with this mandate. We have been aided in this process by the active involvement of members of our Board of Trustees (and particularly by its Policy Orientation Committee), as well as by continuing dialogue with foundation, university, and government-based colleagues.

We have stressed in discussions our desire to maintain continuity with past interests and activities of the Center. Thus, we remain committed to applying the skills, techniques, insights, and information from the language sciences to educational and social problems—at home or abroad. This commitment is reflected in the composition of our staff as well as in the nature of our current administrative structure and activities.

I believe that the major, and perhaps the unique, contribution which we at CAL can make (and one which our colleagues at universities cannot make with such focus) is to increase our involvement in the domain of language and public policy. Because of the multidisciplinary training and diverse interests of our staff, because of our ability to draw upon an international network of consultants and resource bases, and because of our location in the Washington metropolitan area, we can participate in and contribute to the process of policy formation and implementation. I sense that we can effectively act as a catalytic agent to raise the level of awareness of policy makers and other individuals concerning the very subtle, sophisticated, and diverse ways in which language affects a myriad of educational and social issues.

Thus, we have established a separate Division of Language and Public Policy whose work and interests will cut across all Center activities. The creation of this division is meant to indicate that we accept and take seriously our responsibility to inform and continually participate as fully as possible in discussions such as those currently concerned with: (1) the choice and sequencing of languages of instruction for ethnolinguistic-minority group youngsters at home or abroad; (2) the language-related educational and social problems faced by adult or child refugees to the United States who are of limited English speaking ability; and (3) the apparent decline in foreign language study and interest in international affairs on the part of many American citizens—a topic which is the focus of the President's Commission on the Teaching of Foreign Languages and International Studies. Our work within this domain will be twofold: first, we will attempt to inform other language educators or researchers about the relevance of their activities to policy formation and about the ways in which they can provide input to the process of policy formulation, and second, we will provide information and assistance directly to policy makers.

The work of a second division, that of Communication & Publications, also cuts across all Center activities. The task of this division will be to disseminate information collected, analyzed, and interpreted at CAL or else-

where via conference, publication, or other form of multi-media presentation to a diverse constituency concerned with various aspects of the role of language in educational and social issues. We have identified this area as one for major expansion over the next three years and are taking steps to define more precisely perceived needs, markets, and methods of distribution to reach those markets. As you will note elsewhere in this issue, one element of this plan is to survey the readership of the LR in May.

The bulk of our "project" activities will be carried out within two other units—the Foreign Language Education division and the Native and English Language Education division. In the latter, our highest priority will be directed toward problems associated with the learning and teaching of English as a second or foreign language for children or for adults. Work in this division will comprise such activities as needs assessment; the collection, analysis, and dissemination of information; the development of curricula and materials, including those directed to the teaching of English for specific purposes; the development and delivery of in-service training programs, and basic research related to problems of English-language learning and teaching. We shall seek particularly to encourage research which informs application, although most applied research has important theoretical implications as well.

Currently the activities of the National Indochinese Clearinghouse and Technical Assistance Center (NICTAC) comprise a major focus for the work of members of the division. The work of NICTAC exemplifies the way in which CAL is prepared to respond rapidly in times of need and to assume a position of leadership for the field. In addition, the expansion of our collaboration with the International Division of Children's Television Workshop (see p.12 of this issue) illustrates an important new dimension to our activities.

Within the Foreign Language Education division, our work will continue to capitalize on the fact that we house the ERIC Clearinghouse on Languages and Linguistics, which offers us the vehicle for collecting, analyzing, and disseminating information about language learning and teaching. In addition to ERIC, our concerns within this division focus particularly on problems associated with learning and teaching of the uncommonly taught languages, such as the study of Chinese in the United States.

The major task facing CAL during the next three to five years will be to develop a firmer financial base upon which to continue our activities. Over the last 20 years, the Ford Foundation has provided us with crucial support which has given us considerable flexibility to undertake activities not supported under specific grants or contracts—for example, consultative and coordinating services for professional organizations and for the Federal government. The ravages of inflation and changes in the Ford Foundation's ability to provide basic support make it most imperative that we seek to diversify our bases of support. Thus, we are attempting not only to define more clearly our constituencies and the types and ranges of activities in which we will engage,

See New Directions—4, Col 2

CAL: A View from the Ford Foundation

by Melvin J. Fox, Ford Foundation, retired

[Mr Fox is currently a member of CAL's Board of Trustees]

The Ford Foundation's extensive and sustained involvement with varied aspects of language development can be divided into five dimensions or phases, which in some places and at certain times were sequential, but most often intersected or reinforced each other. The Center was active in all of them, at times as a conceptualizer, at times as a collaborator, at times as a silent partner, at times as an implementer.

English as a Second Language. During the 1950's the Ford Foundation was pressed to respond to the burgeoning demand in countries in which it operated for assistance in developing resources for teaching English, in some cases including efforts to establish capacity in linguistics. These efforts extended to 38 countries by the mid-1960's in Asia, Southeast Asia, the Middle East, North Africa, Africa, Latin America, and Western and Eastern Europe. The first country was Indonesia in 1952, which wanted to establish English as the official second language to replace Dutch (and interestingly, Charles Ferguson was one of the Foundation's principal choices for director of the project, but he was not able to undertake it).

Knowing the total language situation. The first special project undertaken by the Center (largely at the behest of the Foundation) was a World Second Language Survey. This was a first attempt to inventory the use of English and French as a second language on a world basis, as well as the language settings within which English and French operated in various countries. The deeper the Foundation got into helping build English language teaching resources, the more it became apparent that the development of such resources could only be effectively achieved in relation to other languages in use in various societies. This required sociolinguistic surveys, not only to obtain facts about who speaks (or writes) what language to whom and to what end, but also to determine what motivates people in their use of language(s). The Center was allied with the Foundation in the most ambitious of these surveys—The Survey of Language Use and Language Teaching in Eastern Africa—(see LR 8:4, Aug 1966, p1), and was directly or indirectly related to others (e.g. the Survey of English Language Teaching in Nigeria and Jordan and the Language Survey of the Sudan). The concept of developing strategies for teaching and learning English only in relation to the patterns of use of indigenous languages was first set forth by the Center in *A Study of the Role of Second Languages in Asia, Africa, and Latin America* (Frank A. Rice, ed., 1962).

Building the resource base. This goal, involving increasing the capacities of individuals; strengthening and expanding the disciplines of linguistics, sociolinguistics, psycholinguistics, and applied linguistics; and helping to establish institutions (like the Language Study Center at the Philippine Normal College, the Central Institute of English and Foreign Languages at Hyderabad, the Caribbean Language Research Program at the University of the West Indies) pervaded the Foundation's efforts from the outset. It involved support for American universities (e.g. UCLA, Cornell, Georgetown,

Michigan, Texas, American University, Columbia Teachers College), and universities in Britain, Spain, and Eastern Europe, as well as universities in many developing countries in Latin America, Africa, the Middle East, and Asia. Also, importantly, it entailed support for scholarly and professional associations such as the Committee on Language Programs of the American Council of Learned Societies (ACLS), the Linguistic Society of America (LSA), the West African Linguistic Society, and the InterAmerican Program in Linguistics and Language Teaching (PILEI). In two respects, the Center is the major achievement of the Foundation with respect to building a resource base: because of its contribution as an innovator, catalyst, and clearinghouse over the past years to language development in the U.S., in other countries, and in interrelating the U.S. to development and emerging resource bases in other countries, and because of the Center's contributions to the germination of individual, disciplinary, and institutional resources.

See Ford—7, Col 2

NEW DIRECTIONS—from page 3

but also to identify new sources of contract, grant, or other funds to support our activities.

In summary, I feel exhilarated after six months on the job by the feeling that CAL does operate continually at the cutting edge of the application of basic knowledge from the language sciences to problems of individual and societal development, and I view my basic task over the next two years as one of helping to establish a stable financial base upon which we can continue and expand our operations. To this end, we at CAL seek your encouragement and assistance.

The 1346 Gang

(or "how time flies when you're having fun")

We wish to recognize a special group of current CAL staff members, the Gang of 1346, who have had a guiding hand in Center affairs since its early days at 1346 Connecticut Avenue. We commend

John Hammer, our Deputy Director, for his imaginative vision and his splendid sense of the absurd which have sustained us

Allene Grognet, Division Director, for her spectacular organizational talents

Alice Eppink, Librarian, for her tireless dedication to helping the Center and its visitors

William Gage, Senior Research Associate, for his unfaltering and monumental erudition

A Leadership Challenge for the Center

by Richard T. Thompson, Chief, International Studies Branch, Bureau of Higher and Continuing Education, U.S. Office of Education.

[Editor's note. This article was written by Dr. Thompson in his private capacity. No official support or endorsement by the United States Office of Education is intended or should be inferred.]

In the year 1957, unknown to Russian scientists who were busily putting the finishing touches to Sputnik, the Modern Language Association, upon the occasion of the 5th Anniversary of the Foreign Language Program, "launched" a five-year plan. The only part of the plan eventually to be implemented was the Center for Applied Linguistics, which received an initial \$5 million grant from the Ford Foundation, but it would have to wait nearly two more years.

In 1958 the National Defense Education Act (NDEA) was passed. It was the largest and most critically massed attack on modern foreign language research and training in history.

In 1959 two important events took place: (1) the first appropriations were made available for NDEA and (2) the Center for Applied Linguistics was born.

Thus began two decades of important and highly productive cooperation between the public and private sectors. During these 20 years the Office of Education and the Center for Applied Linguistics have jointly completed 52 pieces of research under 35 separate contracts which included: eight surveys and studies, ten conferences, two linguistic studies, one methodological study, three specialized materials in the commonly taught languages, and 28 specialized materials in the uncommonly taught languages—a significant contribution indeed.

The Center was originally established to serve a number of interrelated purposes. It functioned in an advisory capacity to government agencies on problems of teaching English as a second language and language development. It trained or aided in the training of Americans in the uncommonly taught languages, and assisted in the preparation and dissemination of language teaching materials, bibliographies, study guides, and films for the uncommonly as well as the commonly taught languages. It served to advance the improvement of cooperation and communication between linguists, language teachers, and psychologists, and functioned as a clearinghouse of information for the field.

In order to accomplish the clearinghouse function, the Center inaugurated a newsletter-journal, the *Linguistic Reporter*. In 1966, the clearinghouse function received a shot in the arm when, with the aid of an Office of Education grant under NDEA, an Educational Research Information Center (ERIC) was established at CAL. ERIC generally concentrated on linguistics and applied linguistics, the uncommonly taught languages, and English as a second language.

More recently CAL published the proceedings of a national conference designed to up-date the Fife-Nielsen report on *Material Development Needs in the Uncommonly Taught Languages: Priorities for the Seventies*. This task set the stage for a much needed revision of a

1969 survey. The new *Survey of Materials for the Study of the Uncommonly Taught Languages* appeared in 1976 in fascicle form, and together with the statement of material development needs, constituted a prescription for research priorities for many years to come.

The close cooperation between the Center and OE continued and expanded into other areas where applied linguistics will make increasingly important contributions toward the resolution of social problems. Two areas of especial significance are bilingual education and the linguistic aspects of Indochinese refugee education.

Both the Center and NDEA are celebrating, then, twentieth anniversaries. The institutionalization process appears to be completed. Yet the very survival of an institution depends upon the ability with which it can adapt to current needs and conditions. The Center has new challenges and a uniquely qualified new director to help identify the right problems. NDEA likewise has new challenges. We will all benefit from the work of the President's Commission on Foreign Languages and International Studies, not so much because of the far reaching reports and recommendations that will be forthcoming, important though they surely will be, but perhaps more so because we joined hands and were part of it in so many ways.

The Center, the Modern Language Association, and the American Council on the Teaching of Foreign Languages have together taken an important step in the direction of providing a leadership that the profession has found wanting for over a decade. The initial stimulus for the joint planning that is currently taking place is the need to provide the President's Commission with a clear statement of priorities on behalf of the language professions. When the Commission is over, the job will just be beginning.

The Center has a key leadership role to play in the future. If the next two decades are marked by the same imagination and professional conviction as the first two, the Center will meet these challenges with distinction.

ANNIVERSARY—from page 1

of a subject was highlighted in the LR; sometimes overviews of surveys of particular languages or linguistic themes appeared. Often, articles about other linguistic institutes or university programs were featured.

The LR has had seven editors since its inception in April 1959: Nora Walker (1959-August 1961); Frank A. Rice (October 1961-1970); Kathleen Lewis (1971); Allene Guss Grognet (1972-July 1975); Begay Atkinson (September 1975-November 1977); Rosario C. Gings (December 1977-June 1978); and myself (August 1978 to the present). Frank Rice, who served as Editor for almost 10 years, was especially responsible for the growth in the LR.

We were saddened to learn of the death of Kenneth W. Mildenberger, who was a member of the Steering Committee of the Michigan Conference which set up the Center and who subsequently served on our Board of Trustees. Dr. Mildenberger died Mar 22. A memorial statement will appear in a subsequent issue of the LR.

The Role of CAL in the Establishment of the TESOL Organization

by Sirarpi Ohannessian

[Ms. Ohannessian is a former member of CAL's senior staff, having served from the Center's inception in 1959 until Feb 1976.]

The establishment of TESOL as an international organization is a classic example of the coordinating activities of CAL in its first decade, when it saw, as part of its task, assessing needs in applied linguistics, and bringing together existing resources to meet them.

In the early 1960's EFL had become an important and growing field, with the major areas of demand being in programs for foreign students at American universities, in educational systems abroad, and, a demand that was newly developing, in U.S. educational systems with large minority groups. Although there were some organizations to meet some of these needs, there was no central professional group that could provide a broader service.

In 1963, at an annual meeting of the National Association for Foreign Student Affairs (NAFSA) (then the major organization involved in EFL), the suggestion was made that CAL bring together a small conference of representatives from the various kinds of TEFL programs to determine the "advisability of a different, more inclusive organization for teachers of English as a foreign language." The English Program at CAL organized such a meeting in September 1963, with representatives from the National Council of Teachers of English (NCTE), the Speech Association of America (SAA), the Modern Language Association (MLA), and CAL, as well as a few state and other educational systems (e.g. California, Arizona, New York City, etc.) in addition to those from the Bureau of Indian Affairs (BIA) and a few U.S. government agencies.

The formation of a professional organization was discussed at length at this meeting, but was considered premature, and was left open in favor of a national conference on ESOL to be held in Tucson in May 1964. This conference was organized by the ESOL Program at CAL, with Jim Squire of NCTE as Chairman, and under the joint sponsorship of NCTE, NAFSA, SAA, and MLA/CAL. It was a memorable conference. For the first time, diverse elements in EFL/ESL, from distinguished senior linguists at major universities to young teachers in schools, were brought together at one single meeting on a subject of concern to them all. The response was so enthusiastic that it was decided to hold a second national conference in San Diego in March 1965. This conference, too, was organized by CAL under the same joint sponsorship.

In the meantime, demand for EFL/ESL was increasing both at home and overseas. Of special importance was the problem of manpower, and the need for a register of personnel in the field. It was this need that prompted the National Advisory Council on the Teaching of English as a Foreign Language (NACTEFL), in October 1964, to recommend that "steps be taken towards the formation of an independent association of teachers of English to speakers of other languages." Two members of NACTEFL, Harold B. Allen and Robert Lado, together with myself (then Secretary to NACTEFL), called together an *ad hoc* committee to make preliminary

preparations for the establishment of such an association, and to submit them to the San Diego Conference. A Planning Committee was formed with the following members: Harold B. Allen (U Minnesota), Charles A. Ferguson (CAL), Robert Hogan (NCTE), Mary McDonald (Board of Ed, New York City), Clifford H. Prator (UCLA), Mamie Sizemore (State of Arizona, Div of Indian Ed). I served as Interim Secretary.

The recommendations of the Planning Committee were endorsed by the San Diego Conference, and preparations went ahead formally. A questionnaire was widely distributed to assess the need for the proposed association, for a journal, and to explore the question of funding. On March 18-19, at the 3rd Annual Conference on TESOL held in New York City, the Planning Committee presented its recommendations on a constitution, by-laws, and officers, and, under the name of "Teachers of English to Speakers of Other Languages (TESOL): A Professional Association for Those Concerned with the Teaching of English as a Second or Foreign Language," the organization was officially constituted, with Harold B. Allen as its first President.

The Role of Research at CAL

by Roger W. Shuy, Associate Director, Center for Applied Linguistics

One of the strong underpinnings of the Center since its founding has been its involvement in research. Over the years the types of research conducted by CAL staff have varied widely, but there has been almost no period during which research of some sort has not been prominent.

Traditionally, CAL's desire has been to explore research topics with great potential social or educational impact as a means of stimulating the field to carry that research further. Examples of this type can be closely related to the major focuses or themes which have characterized different periods of the Center's history. In the early 1960's, for example, CAL was deeply involved in issues related to ESL. During this period the Test of English as a Foreign Language (TOEFL) was actually created at CAL, then passed along to Educational Testing Service (ETS) for further development, testing, and distribution.

In the late 1960's, CAL took social dialects as one major theme, carrying out basic and theoretical research largely because CAL believed (and continues to believe) that good applied linguistics is based on a solid theoretical foundation. Once it was clear, however, that this research theme had caught on and was adequately researched by universities, CAL moved on to other topics. Variability in the English used by New York Puerto Ricans, Appalachians, and American Indians followed. Concurrently during the late '60's, CAL's focus was on contrastive analysis and on language teaching. Part of the work, research on developing self-instructional software for learning French, was carried out at the Center. Another phase, the Eastern European Contrastive Language Project, was done largely in Eastern Europe and primarily by Eastern European scholars.

In the 1970's, the research themes and focuses have

been largely in child language development, bilingual education, and second language learning. The work itself varied greatly, from the combined technical and practical work of the Functional Language Project to the need to provide almost immediate assistance to Indochinese refugees and other American immigrants. Evaluation research began to develop at CAL in more recent years, and currently CAL is involved in the planning phase of what could become a project in language materials evaluation, designing and carrying out an evaluation of a long term literacy program in Southern Sudan and in assessing the qualities of tests of language and reading ability for natives and non-natives alike.

Balanced Research. Throughout CAL's history, there has been a primary interest in taking language knowledge and research and making it available to appropriate audiences. The previously-noted samples of CAL research in the past 20 years all held in common the need to help put knowledge into practice. Some projects, such as the Urban Language Study in the '60's and the Functional Language Project in the '70's, uniquely combined both basic and applied work. This was possible because the support level was large enough and long enough to permit both theory and practice in the same project. Both projects also shared another important characteristic: they brought together scholars from several disciplines to work toward a common goal. Therefore, anthropologists, educators, and psychologists worked with linguists and cross-fertilized each other's work. Naturally, not every research project demands such cross-disciplinary cooperation. But for those projects which do require such combined effort, the Center has shown itself to excel in being able to cut across the disciplinary boundaries, and it is largely because CAL is not a university that it can do this.

Crisis Research. The research which CAL is more commonly called on to perform, however, is that which requires a quick product based on existing information or resources. The National Indochinese Clearinghouse and Technical Assistance Center project is a classic example of this. The problem of the Vietnamese refugees was sudden and immense. CAL's task was to rally the linguistic forces together to address the problems of the schools, teachers, and the refugees themselves. There have been and continue to be other research projects of this type at CAL. A current example is the Knowledge Interpretation Project, in which current research in linguistics is being packaged and field tested for teachers of reading, speech, and language arts.

Resource Research In the early days of CAL, one of the important services offered to almost anyone who asked for it was, in effect, a free research service. This service has gone under various names and is generally referred to as CAL's clearinghouse service. Various government agencies called on CAL to provide language information relevant to their needs. Universities, public schools, and education agencies asked questions about language which CAL researched and provided. In recent years, CAL has met the ever increasing requests for information through its ERIC Clearinghouse on Languages and Linguistics. The service provided by the Clearinghouse puts some of the cost burdens on the users, but maintains some of the clearinghouse features which would otherwise have had to be totally abandoned due to rising costs. But today it is safe to say that not a day

passes without most CAL professional staff being asked to respond to letters, phone calls, or visitors who still seek answers to questions for which there is no support provided.

CAL's involvement in research has not been without controversy. There are some who feel that research should be conducted by universities and not by CAL or by similar organizations. This feeling has led CAL to clarify its own need to conduct research and to outline the conditions under which such research will or will not be carried out. Although it is clearly not CAL's purpose to compete with universities, one part of CAL's mandate is properly interpreted as to help develop the field of applied linguistics, and research cannot be ignored.

It is instructive to observe that in most of the areas in which CAL has carried out major research projects, there was, at the time of that research, little competition from universities for equivalent research funds. Perhaps the greatest justification for research at CAL, however, can be found in the very title of the organization. The word *linguistics* is quite prominent there. As noted earlier, CAL does not separate theoretical linguistics from applied. To do good applied work, one first has to know theory. Likewise, it is impossible to isolate basic research from applied. Each feeds the other and offers new insights and directions. Sometimes the applied research cannot be done without also doing the basic research first. Other times the applied research suggests revisions in theory or needed basic work. CAL does research because it is healthy to do so. This is why research has played such an important role in its development during the past 20 years.

FORD—from page 4

Language problems of minorities. This problem, which relates back to the first two phases discussed and is an underlying factor that affects language development in almost all countries, and particularly the formulation and adoption of language policies in multilingual societies, was not recognized as an American problem until the racial disturbances in the 1960's. The Center carried out one of the first studies to try to ascertain the facts (the Urban Language Study in Washington, DC), and in the early 1970's gave increasing attention, in part with Foundation support, to the critical bilingual conflicts facing educators in the U.S. and other countries.

Language policy. All the aspects mentioned above lead to the question of language policy. Being concerned with educational development nationally, whether in Indonesia, Thailand, Malaysia, Pakistan, Jordan, Peru, or the United States, the Foundation inevitably had to confront the relation of language policies to such development. This concern has been a motivating factor in the Center's growth, and at times through such activities as the International Conference on Second Language Problems and the National Advisory Committee on Teaching English as a Foreign Language, the Center became an important force in helping shape U.S. policy positions.

The relation of language to educational development of the community and the state, and to development strategies and policies, thus can be said to have been the Center's core concern over the past 20 years, as it was a major concern of the Ford Foundation.

LSA Announces... DIRECTORY OF PROGRAMS IN LINGUISTICS: 1978

Descriptions of linguistic programs, special resources & facilities, degrees, staff, & courses in uncommonly taught languages at approximately 200 US & Canadian universities



Address orders to the LSA, accompanied by payment of \$7.00 (includes postage & handling).
1611 North Kent Street
Arlington VA 22209

PBS Airs New TV Program for the Deaf

Rainbow's End, a five-part series designed to provide role models for deaf children and to enhance their English and reading skills, was aired on public broadcasting stations across the country during January. The series, produced by DEAF Media, Inc., received funding from the Bureau of Education of the Handicapped (HEW/USOE). The series made available a resource guide, entitled "Pot of Gold," which could be used by teachers or parents. The program also sought to make hearing persons aware of the communication and culture of deaf people and to stimulate interaction between hearing and deaf children in the classroom. For further information about the series write: DEAF Media, 1624 Franklin St. #1216, Oakland CA 94612.

The Linguistic Reporter

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

Has it Really Been 20 Years?

THE LINGUISTIC REPORTER MAKES DEBUT

Clearinghouse of Information and Coordination

In our various coordination and continuity contacts with officials of private and governmental agencies, the Center for Applied Linguistics has been impressed by the fact that each one, without exception, speaks of the great need for coordination of efforts to achieve maximum utilization of available resources in the English teaching program abroad. This is true whether U. S. Government agencies, U. S. agencies and private foundations, American or foreign institutions are involved. This is considered even true when the question of materials arises. A university official recently remarked that, after having worked a long period on developing materials for teaching English to foreigners embodying a certain principle, it was discovered that a scholar at another institution had done the same thing. This official felt that there was plenty of room for the Center for Applied Linguistics, not necessarily to do analyses, but to coordinate the efforts of others and to aid in the distribution of such productions by publishing them.

Continuity of Program

Many officials contacted by the Center expressed the great need for continuity in language teaching programs overseas. In its announcement of Fulbright awards in linguistics and teaching English as a foreign language, The Conference Board of Associated Research Councils states the basic objectives of the awards is to encourage the establishment of indigenous centers of research and training in linguistics, the exchange of research results, and the establishment of programs of continuous collaboration between American and foreign universities for the develop-

ment of methods and texts for the teaching of English and of foreign languages in participating countries and in the United States.

It is the belief of the Center for Applied Linguistics that the development of interest and initiative abroad in the establishment of English teaching programs would do more to aid continuity and contribute more to influencing methodology than any other way. One real problem inherent in the exchange program is the usual yearly replacement of American scholars engaged in directing or coordinating English teaching activities overseas. The Conference Board, in its planning, has normally overlapped personnel, given thorough briefings to new personnel, held conferences, encouraged the cooperation of interested authorities of the host country, yet the problem still exists.

The Center would be pleased to cooperate with the various programs in order to improve coordination and continuity. It is the hope of the Center that this newsletter, which makes its debut with this issue will in a small way be the beginning of an answer to this need.

Information Clearing House

We plan to make the *Reporter* a clearing house of information about applied linguistics, personnel, and personalities in this field, it will provide notes on projects and publications representing an application of linguistic science. The Center does not plan to make the *Reporter* a learned journal but the emphasis will be on information and coordination. We shall, of course, occasionally print interesting papers or reprint informative talks by prominent practicing linguists, teachers and others. In addition, reader comments and exchanges are invited.

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NABE CONVENES IN SEATTLE

Josué Gonzalez (Director, Office of Bilingual Education, U.S. Office of Education), Protase Woodford (Educational Testing Service), and Lily Wong Fillmore (U Cal-Berkeley) were the featured speakers at the 8th International Bilingual Bicultural Education Conference, sponsored by the National Association for Bilingual Education (NABE) and held May 4-9 in Seattle WA. Gonzalez spoke on "The Future of Bilingual Program Evaluation"; Woodford on "Bilingual Education: More Light and Less Heat, Please"; and Fillmore on "Bilingual Education in the '80s: Making a Good Thing Better."

Over 40 workshops, 160 papers, and 20 exhibitors joined the invited major session speakers to make this the largest conference in NABE history. In addition this year's conference offered two special panels, one on Native American Concerns in Bilingual Education, chaired by Willard Bill, and one on Asian Bilingual Education: The California Perspective, chaired by Lori Chinn.

The following is a list of the major session speakers and the titles of their presentations: "Litigation in Bilingual Education" (Richard Hiller and Herbert Teitelbaum); "Bilingual Education in Contemporary America and its Historical Antecedents" (Francesco Cordasco); "Shaping the Future of Bilingual-Multicultural Education" (James Banks); "The Problematics of Institutional Change in Bilingual Education" (Tomás Arciniega); "Research Evidence for Bilingual Education" (Rudolph C. Troike); "Public Policy and Bilingual Education" (Denny Leonard and Gay Lawrence); "How Bilingual-Multicultural Education Can Save the World" (Manuel Ramirez); "Bilingual Education in the '80s: The Lau Perspective" (Rosa Castro Feinberg and Ricardo Fernandez); "The Role of ESL in Bilingual Education" (James Alatis); "The Italian Community Concern and Bilingual Education" (Steven Aiello); "Language Policies and Culture Conflict in the U.S. Dominated Islands of Guam and the Northern Marianas" (Samuel Betances); "What Do We Want? Bilingual Back to the Basics or Bilingual Education" (Courtney Cazden); "State Accountability and Public Awareness" (Maria Ramirez); "Implications of the President's Commission on Foreign Language and International Studies for Bilingual Education" (Consuelo Nieto); "The Critical Decade for Bilingual Education: Problems and Promise" (Hernan LaFontaine).

The more than 40 preconference workshops addressed a variety of issues and concerns in bilingual education, as some of the titles indicate: Evaluating Bilingual Programs, Parent and Community Involvement in ESEA Title VII Programs, Materials Development for the

Bilingual Classroom, and A Model for In-Service for Teachers of LESA Students.

Papers for the Conference Sessions on May 7-9 were varied, addressing bilingual education needs of a number of American ethnic groups, including Native Americans, Greeks, Koreans, Arabs, and a variety of Hispanic communities. Testing, Reading, Vocational Education, Counseling, Cross-cultural Differences, and Special Education were all topics of various papers.

Further information concerning the Conference can be obtained by writing: 122 Miller Hall, DQ-2, U Washington, Seattle WA 98195.

LSA Summer Meeting to Have Austrian Setting

The 1979 Linguistic Society of America (LSA) Summer Meeting will be held jointly with the Fifth Salzburg Linguistics Meeting at U Salzburg, Austria, on Aug 2-4. As usual, this meeting will be held in conjunction with the LSA Linguistic Institute. The Institute, which runs from July 23-Aug 31, however, is the first ever to be held outside the U.S., and will be presented jointly with the Salzburg Summer School in Linguistics. Participants will be offered the opportunity to attend both the LSA and Salzburg Linguistics meetings.

Calvert Watkins (Harvard) will present the Collitz Lecture, "Aspects of Indo-European Poetics," on August 2 and Charles Fillmore (U Cal-Berkeley) will present the LSA Lecture, "On Drawing Boundaries in and around

See LSA-9, Col 1

A Request of Our Readers!

The Linguistic Reporter has been in existence nearly as long as the Center itself. Over the years, the *LR* has undergone many changes in format, content, and editorial style. We continue to search for a format and content that best serves our diverse readership. Therefore, we are enclosing a readership questionnaire in this issue (see p5).

I urge you to take a few moments to complete this questionnaire and to return it to us together with any other comments that you may wish to add. If you would find it more convenient simply to write a letter to me or to our Editor, Jodi Crandall, please feel free to do so. We'll publish the results of the survey in a fall issue of the *LR*.

Thank you very much for your assistance.

Dick Tucker

1980 CENSUS TAILORED FOR MINORITY STATISTICS

Editor's note: Complaints about the rising cost of the 1980 Census and the complexity of the Census form (which may have as many as 100 questions in the long form) continue to grow. In addition, minority groups criticize the Census (which is the basis not only for determining how many seats each district will hold in Congress and in state legislatures, but for the expenditure of large amounts of Federal funds in social service programs and bilingual education) for having "missed" so many minority group members in the 1970 Census.

The following report on the measures being taken by the Minority Statistics Program of the Census Bureau to insure proper counting of all linguistic minorities in the 1980 Census was provided by Daniel Kennedy of the Census Bureau's Public Information Office. Mr. Kennedy's report answered a number of questions posed by the LR; for further information he can be contacted at: Bureau of the Census, U.S. Dept. of Commerce, Washington DC 20233.

The Bureau of the Census will make an unprecedented effort in the 1980 census to obtain the best possible count of all minorities in the population that usually speak a language other than English.

For the first time, the census questionnaire will be made available in Spanish through several options. (1) Spanish-speaking people can obtain one simply by marking a circle on the English-language form beside an explanation in Spanish of its availability, then mailing that form back (at no cost) for a Spanish replacement. (2) They could call one of the special Neighborhood Assistance Centers to ask for a Spanish form through the mail. (3) They could drop by an assistance center for personalized help from the bilingual, bicultural staff.

The bilingual enumerators will be equipped with Foreign Language Guides, which offer the census questions accurately translated into a multitude of languages. Because many American Indian languages don't lend themselves to written translation of census questions, enumerators in some areas will receive special oral training in asking questions. A Bureau expert in American Indian languages illustrates the translation problem with the apocryphal anecdote of an elderly Navajo woman who was stopped for speeding in her pick-up truck. Police could find no Navajo equivalent for "driver's license," and found themselves initially unable to request it.

The Bilingual Education Act and other legislation have created a need, reflected in the 1980 census questionnaire, for more data on current language usage. A question reads, "Does this person speak a language other than English at home?" If so, a follow-up question asks, "What is this language," and a third inquires, "How well does this person speak English?"

Such questions aren't casually designed. A National Contest Test was administered to 28,000 people in 1976 to pretest alternative census questions. Half were asked the exact question just quoted about use of a language other than English at home. The other half were asked, "What language does this person usually speak at home?" The latter version prompted only five percent to identify a foreign language usually spoken at home; the version that will be used in 1980 brought a much better

See Census—8, Col 1

Plain Talk Focus of New Public Interest Group

In the wake of President Carter's Executive Order demanding clear and simple English in all government regulations and the various movements toward simplification of forms and documents which Americans must deal with, an organization calling itself Plain Talk has taken upon itself the goal of educating people everywhere to the need for plain English. Plain Talk is a new public interest group whose purpose is to encourage and work for the use of plain language in all types of writing. The nonprofit educational organization has a board of directors drawn from business, government, consumer groups, universities, the media, and the professions. The group hopes to educate corporations, Federal agencies, lawyers and judges, educators, and professional organizations about the need for increasing the clarity of all writing.

One of the goals of the organization is to publish a journal (to be called *Plain Talk*) which will review plain English forms, analyze research findings, describe education programs, and list sources of information about the current status of plain English laws and consumer loan forms, as well as to give advice on how to select a writing consultant or why plain English is good business or good law.

In addition, Plain Talk hopes to convene meetings and conferences to enable writers, editors, linguists, lawyers and lawmakers, and members of the business community to share their common experiences and to discuss topics relating to legal and technical language simplification and plain English laws. Also in the works is an annual Plain Talk Conference.

The group plans to work for plain English laws in all states and to help draft a model law, based on research, of what makes something readable or clear. It is concerned that many of the plain English laws already passed in 22 states or pending in others are not sufficiently broad nor do they have "teeth" if organizations fail to follow them; for example, they do not require the government to use plain English, nor do they require the use of other languages when a substantial portion of the population speaks a language other than English.

For further information contact: Richard Lohmeyer, 1333 Connecticut Ave, NW, Washington DC 20036.

Jenkins Retires

Hugh M. Jenkins, Executive Vice President of the National Association for Foreign Student Affairs and a great supporter of the Association of Teachers of English as a Second Language (ATESL) (one of NAFSA's five sections), will retire in Dec 1979. While Mr. Jenkins was NAFSA's chief administrative officer, ATESL produced valuable publications both in TESOL and in applied linguistics, including a publication in NAFSA's Guidelines Series on English language teaching and the administration of intensive English programs. At the annual NAFSA conference in Phoenix this month, the association will honor Mr. Jenkins' many years of dedicated service.

President's Commission Update

The President's Commission on Foreign Language and International Studies held its second meeting in New York on Jan 11-12. The major emphasis during the discussion concerned providing continued support of languages and area studies centers through Title VI of NDEA, strengthening and encouraging international exchange programs, creating greater public awareness of the value of language study in the U.S. (in the context of international obligations), and encouraging greater participation in second language study by students at all educational levels. Future meetings, open to public attendance and participation, have been scheduled for June 7-9 and Sept 1979 in Washington DC. Information on the meetings and on other Commission activities can be obtained from: President's Commission on FL & Intl Studies, 1832 M St, NW, Suite 837, Washington DC 20036.

The American Council on the Teaching of Foreign Languages (ACTFL), the Modern Language Association (MLA), and CAL have been working to coordinate and disseminate information about the work of the Commission with the help of a special fund provided by the Joint National Committee for Languages (JNCL), and will be preparing several position statements as well as a report to be submitted to the Commission summarizing the recommendations provided by the position statements and testimony at various regional meetings of the Commission.

Commercial Networks to Use Closed Captioning for the Hearing Impaired

ABC and NBC will join the Public Broadcasting System (PBS) next year in broadcasting closed captioned programs for the hearing-impaired. Closed captioning is a system whereby written translations (or captions) are converted into electronic codes and inserted in the regular television signal in a position of the picture that is normally not seen. In order to see the captions on a home TV set, a special decoding device must be used. In this way, only those that wish to see the captions will.

Under contract with HEW's Bureau of Education for the Handicapped since 1973, PBS has been developing and testing the system. It began over-the-air tests in 1974 under Special Temporary Authority granted by the FCC. In 1976 the FCC granted PBS the authority to broadcast caption material on line 21 of the TV vertical blanking interval—a portion of the screen that does not ordinarily contain video program information. That permission served as an impetus for commercial development of decoding equipment.

In the meantime, PBS has offered five weekly hours of programming with "open" captions (which are visible on everyone's set). These programs have included dramas, science, children's programming, and network news, as well as such specials as Carter's fireside chat and the 1977 inaugural special.

Under HEW contract, PBS has also developed a Caption Editing Console, designed to simplify the work of

preparing captions for a television program. The console should reduce the time it takes to edit and caption a program so that captioning costs can be kept to a minimum. And, as decoders become readily available to interested buyers, PBS plans to discontinue its "open" caption service, while building up to over 10 hours of closed captioned programming per week. The goal, says PBS President Lawrence K. Grossman, is that "by mid-1980 we hope captioned programs will become a regular part of many public television programs. The closed captioning system also has the potential applications for providing bilingual programming and for assisting school children to read."

EST Clearinghouse Meets at TESOL

The 1979 EST Clearinghouse meeting, held at the recent TESOL meeting in Boston, has resulted in several changes in the Clearinghouse's operations, including renaming its monthly newsletter. Beginning with Issue 25, Apr 1979, the *English for Science and Technology Newsletter* will be known as the *English for Specific Purposes Newsletter*, reflecting the increasingly broad perspective of the newsletter's coverage. In conjunction with this, the newsletter has adopted Vocational ESL as a major theme for its third year of publication. Those interested in V-ESL are encouraged to contact the newsletter with contributions and suggestions.

Also discussed at the meeting was the 1979 EST Teacher Training Institute (see Meetings & Conferences list). The Institute is designed to provide an international forum where colleagues can share ideas and experiences related to ESP.

Widespread support for a survey of ESP practitioners was also voiced at the meeting, and in response to this, a survey is currently being devised that will result in a directory of ESP programs and expertise. Those wishing to be included in the survey or to obtain the survey report when it becomes available should write the Clearinghouse if they do not regularly receive the newsletter.

Those wishing further information about the activities, programs, and services of the EST Clearinghouse may write to: Karl Drobnic, Dir, EST Clearinghouse, ELI AdS A100, Oregon St U, Corvallis OR 97331.

If you know of a non-public bilingual school that has not yet received a questionnaire from the Language Resources Project being directed by Joshua A Fishman at Yeshiva U, there is still time to send in the name and address to: Lang Resources II, Yeshiva U, 55 Fifth Ave, New York NY 10003 According to Fishman, this survey "will be the first study of bilingual education in ethnic-America from A to Z, covering everyone from Arabic and Basque schools to Yiddish and Zuni schools" The survey, funded by the National Institute of Education, has thus far located thousands of schools throughout the country engaged in bilingual education and maintained by ethnic, religious, and cultural groups. Each school is being sent a 36-item questionnaire asking them to describe their students, parents, teachers, and curricula. The results will be used to better inform educational policy makers, legislators, foundations, and researchers

Teaching English Language in China

by Graeme D. Kennedy

[Dr Kennedy is a Senior Lecturer in the Department of English at Victoria U of Wellington, Wellington, New Zealand.]

Increasing numbers of English language teachers are being invited to China either as individuals on contract to the Chinese Ministry of Education or as members of project teams from foreign universities or governments. There have been teams from a number of countries, including Canada, Britain, and New Zealand. I was recently privileged to spend 11 weeks in China, mainly in Shanghai, as one of three New Zealanders teaching a course for Chinese university teachers of English who had been brought from many parts of the country. Not all foreign teachers will have had identical experiences in China, for there is a wide variety of English language competence among Chinese teachers. However, as China begins her modernization programme and attempts to overcome a shortage of teachers of English, some of the perspectives reflected here may be useful for those preparing to go to China.

Characteristics

English teachers arriving in China will find highly-motivated learners, willing to spend long hours of study out of the classroom and with an intense interest in life and thought in English-speaking countries. Few have had opportunities to meet or interact with native speakers of English, and there is a very great shortage of contemporary books. In general, listening and speaking skills are not strong, and learners lack confidence in using English. Small vocabularies and consequent inability to predict common collocations increase difficulties with listening comprehension.

Speaking and writing sometimes reflect the reading of 19th century novels and, more especially, Chinese-produced English periodicals such as *Beijing (Peking) Review* with emphasis on politics and current events. In addition to typical interlanguage features, it is not uncommon to find clichés ("bumper harvest," "acute shortage," "far-reaching consequences"), extravagant expressions where more neutral expository style would be appropriate in English ("those people were ungrateful beasts," "irrefutably we are trekking on a march to improve our teaching"), and literal or close translation from Chinese ("gang of four," "the four modernizations").

Some Chinese teachers speak and write English with amazing fluency considering their isolation from native speakers, their shortage of reading material, and the many years of disruption and sometimes persecution during the cultural revolution. Like their students, many teachers, however, have small vocabularies and difficulties with listening comprehension. In general, their writing skills are stronger on grammatical accuracy than stylistic appropriateness. Most university teachers seem to have access to recent English dictionaries and grammars (e.g. Quirk et al., *Grammar of Contemporary English*) available cheaply in editions published in China. University teachers of English tend to follow textbook lessons closely and are not expected to take initiative in preparing teaching materials (or to carry out

research). Teachers, like other adults in China, have onerous domestic duties in addition to their professional work and do not have the benefits of labour-saving devices in the home. Currently, new textbooks for middle schools and universities are being prepared for publication.

See *China*—7, Col 1

Spoken Language Series Reissued

Among the many changes which World War II brought to the U.S. was a realization of our need for increased competence in many of the "uncommonly taught" languages of the world. This concern fostered two independent efforts which, combined, resulted in the first texts of the now famous Spoken Language Series. The series was a landmark in American foreign language teaching programs, and its reissue in recent years deserves notice as well. The original contributors include many of the most recognized names in American linguistics.

In 1942 a joint Army and Navy commission began considering how the U.S. could teach members of the military the colloquial forms of languages spoken in areas in which there were American military operations. Concurrently, the American Council of Learned Societies (ACLS) had become interested in the same program and organized the Intensive Language Program. Its purpose was to develop teachers and materials for the teaching of uncommonly taught languages, some of which had never been offered in this country. Through its constituent, the Linguistic Society of America (LSA), ACLS began recruiting linguists to meet the challenge. The efforts of the Armed Forces and the ACLS/LSA soon became collaborative, and resulted in over 30 courses in languages from every continent. Each course combined textbook instruction with drills from records or tapes, and were all designed for self-instruction.

The courses were made available to the public during the '40s by Holt, Rinehart, and Winston, but were out of circulation for a number of years. In 1971, the original director of the project, J Milton Cowan, approached the publisher with an offer to return the series to ACLS auspices, under their current publisher, Spoken Language Services. For the reissue of the series, all of the texts were revised, some extensively, and several new languages were added. The series is also making the popular conversion from records to cassette tapes, with each course containing a minimum of four hours of recorded material, keyed to printed text. Languages in which Spoken Language Series courses are available include: Arabic (Iraqi as well as Saudi*), Armenian, Burmese, Chinese, Danish, Dutch, Finnish, French, German, Greek, Hausa,* Hindustani, Hungarian, Italian, Japanese, Korean, Malay, Norwegian, Persian,* Portuguese, Romanian,* Russian, Serbo-Croatian, Sinhalese,* Spanish, Swahili,* Telugu, Thai, Turkish, Urdu,* and Vietnamese. (Note: the asterisk indicates courses added to the original series.) For further information write: Spoken Lang Services, Inc. P.O. Box 783, Ithaca NY 14850.

Lance Potter

LR READERSHIP SURVEY QUESTIONNAIRE

We appreciate your response. The questionnaire is pre-addressed and postage-paid. When you have completed it, fold, staple, and return it to us. (Foreign subscribers note that postage is not applicable; please affix postage or return the questionnaire in a separate envelope.)

NAME OF INSTITUTION/ORGANIZATION _____

ADDRESS _____

DEPARTMENT (if applicable) _____

READER PROFILE (please check both columns)

- | POSITION | INSTITUTION |
|--|--|
| <input type="checkbox"/> student | <input type="checkbox"/> undergraduate <input type="checkbox"/> graduate |
| <input type="checkbox"/> teacher | <input type="checkbox"/> elementary <input type="checkbox"/> secondary |
| <input type="checkbox"/> researcher | <input type="checkbox"/> state or local education agency |
| <input type="checkbox"/> administrator | <input type="checkbox"/> national education agency |
| <input type="checkbox"/> librarian | <input type="checkbox"/> other _____ |
| <input type="checkbox"/> other _____ | <i>(please specify)</i> |

ARE YOU IN A LINGUISTICS DEPT OR PROGRAM? yes no

AREAS OF SPECIALIZATION _____

AREAS OF INTEREST (check 5 you are most interested in)

- | | |
|--|---|
| <input type="checkbox"/> applied linguistics | <input type="checkbox"/> bilingual education |
| <input type="checkbox"/> linguistic theory | <input type="checkbox"/> ESL/EFL |
| <input type="checkbox"/> sociolinguistics | <input type="checkbox"/> language for specific purposes |
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| <input type="checkbox"/> language surveys | <input type="checkbox"/> writing/composition |
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|---|---|
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The major language teaching methodology is grammar translation, including emphasis on close reading of written texts, detailed explanations of word meanings in context, a concentration on formal accuracy in writing, rote learning of text, the noting of idioms, and a thorough knowledge of formal grammar. Teaching thus tends to be medium- rather than message-oriented. ("What part of speech is 'air' in *Air New Zealand*?") Given the high motivation of learners, the methodology has had most success with the development of reading skills. Recently, audiolingual methodology has begun to appear. On a radio English class in January 1979, learners were asked to repeat, "Today is 13th June, 1963." *English 900* is available to some, and learners are permitted now to listen to programmes broadcast from VOA and the BBC.

Needs

China has embarked on an ambitious programme to modernize her agriculture, industry, science, technology, and defence. English for Special Purposes in these fields is therefore of prime importance, and teachers going to China might anticipate this and take appropriate materials. Many advanced learners wish to improve reading skills, and need massive vocabulary development, practice with extensive reading, improvement of reading speed, and focus on the communication of ideas rather than on grammar. From a national perspective, greater familiarity with linguistic devices used to communicate the conceptual categories of space, time, quantity, and causation would benefit many learners. It would be difficult to exaggerate the shortage of reading material in English which will extend understanding of life and ideas outside of China. University teachers asked us such questions as: "What is a supermarket?" "Do you have robots in your home?" "What have been the major technological changes of the last thirty years?" "What do you spend your income on?" "What have been the most important novels, movies, and plays in Britain and the U.S. since 1945?" "What are the main characteristics of contemporary theatre?" Both fiction and non-fiction can help provide such cultural background, even for those whose primary focus is on technology. We found that teachers enjoyed reading such books as *The Double Helix*, by James Watson, or *In the Shadow of Man*, by Jane Goodall. Works by Steinbeck, Orwell, Mailer, Lawrence, Braine (*Room at the Top*), and Iris Murdoch proved to be of much greater interest than artificial dialogues and short passages typically found in EFL textbooks on life in Britain or the USA. Articles from newsmagazines or serious newspapers on such diverse topics as ecology, energy, the sea, contemporary ideas, architecture, and life styles were popular with some, especially when the focus was international. The BBC World Service provides interesting broadcasts on such topics, but reception is not always good on small radios.

In writing skills, many learners need help in mastering formal expository styles used in reports and description to complement the more subjective styles of imaginative writing which they have learned.

In listening, there is room for practice in auditory discrimination in contexts (e.g. "16 million tons," which is frequently heard either as "6 million tons" or "60

million tons"), listening comprehension activities, and sustained listening to English being spoken by native speakers.

Where it is desired to develop speaking skills, it is worthwhile using activities which encourage formal and informal varieties, discussion and conversation, a focus on communication of ideas rather than only on accuracy. In this regard, discrete point testing of formal grammatical knowledge appears to be widespread in China for measuring language proficiency.

In methodology, it is important to remember that although current practices in China may be somewhat different from those currently used in the USA or Britain, China's English language teaching has not been unsuccessful. Further, China is an EFL situation, and therefore teachers trained to teach ESL for urban contexts in English-speaking countries may need to avoid overemphasis on teaching varieties of communicative functions, unless, of course, they are working with Chinese students who are going to study overseas. Any new approaches to methodology should give teachers ideas and specific techniques for classroom activities and perhaps teach methodology by example rather than by precept. In general, we spent three hours each morning using a variety of activities to help improve the teachers' own listening and speaking skills and reading comprehension. About five hours each week in the afternoons were spent on methodology and other professional areas with more formal lectures. Too much theory rarely helps boost teachers' confidence. Many teachers will value practical suggestions for turning authentic spoken or written English into teaching material and for getting learners to focus more on content than form. A survey of different emphases in EFL and ESL methodology and the reasons for such differences, rather than an implication that current approaches are entirely successful, may help maintain perspectives and help Chinese teachers of English avoid repeating the errors of colleagues outside China.

A teacher of English going to China should be prepared to be a resource on, among other fields, history, anthropology, current affairs, life styles, and scientific and technological trends, as well as the English language. It will be invaluable to have contemporary newsmagazines (especially in class sets of 20 or more), films (especially feature films and documentaries), and a library of contemporary fiction and non-fiction. As in any rapidly developing programme, there will be occasional administrative problems as personnel and national needs are matched and as job descriptions and course requirements evolve. We found that Chinese administrators and students were always most helpful. An opportunity to actually go to China to teach English can be extremely satisfying both professionally and personally. In the words of a Chinese proverb, "To read 10,000 books is not as worthwhile as to travel 10,000 li."

The *LR* would like to apologize for an omission in our recent note on the *American Journal of Computational Linguistics* (see *LR* 21:6, p6) Membership fees for the Association for Computational Linguistics should be as follows \$15 00 individual, \$30 00 institutional (with supplemental mailing fees remaining \$2 00 and \$4 00 respectively as originally reported)

Since Festival time in Salzburg always finds most rooms already booked (especially those which are inex-

• **Functional Reading Program for a Federal Agency** (In Ann Crandall, Project Director). This program will

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Denton TX

conferences, workshops, seminars

The Society for Intercultural Education, Training and Research (SIETAR) is offering an intensive **Summer Institute on Foundations of Cross-Cultural Training**, to be held July 22-27, 1979 at Georgetown U. During the five-day institute, a variety of cross-cultural training concepts, approaches, and methods will be presented and practiced. Videotape, role plays, and simulations will be utilized to assist participants in developing basic cross-cultural training techniques. The overall format of the program, incorporating theory and application, will provide participants with a framework within which various components of building a cross-cultural training program will be considered. Write: SIETAR, Georgetown U, Washington DC 20057.

The Japan Association of Language Teachers (JALT) will hold its annual **Language Teaching in Japan Conference (LTIJ '79)** at Doshisha U, Kyoto, Japan, Nov 23-25, 1979. Abstracts are solicited for such presentations as 30-minute papers, demonstrations, or 6-hour workshops on topics relevant to language teaching and learning. Send two copies of a 200-word abstract (accompanied by a 50-75 word bio-data statement) before Aug 31, 1979 to: Kenji Kitao, Dept of Eng, Doshisha U, Kamigyo-ku, Kyoto 602, Japan.

A special feature of the **2nd International Conference on Children's Literature in Spanish**, to be held Aug 6-10, 1979, in Mexico City, will be a Pre-Conference Sym-

posium on "The Education of the Chicano Child in the U.S." For further information contact: Assn Intl de Lit Infantil en Español, Multicultural Prog, Campion D-5, U San Francisco, San Francisco CA 94117.

The **2nd International Conference on South Asian Languages and Linguistics** will be held Jan 6-8, 1980 at Osmania U. Hosted by the university's Department of Linguistics under the direction of B. Krishnamurti, the conference will focus on the following areas: South Asia as a Linguistic Area; Diglossia in South Asia; Linguistics and Literacy with Reference to South Asia; Language Use in Professional Contexts with Special Reference to South Asia. Papers are welcome. Write: B. Krishnamurti, Head, Dept of Ling, Osmania U, Hyderabad 500007 A.P., India. Deadline for abstracts: July 1, 1979.

The Teaching English Abroad/Special Interest Group (TEA/SIG) of TESOL, in preparing for the Mar 1980 TESOL Convention in San Francisco, seeks information from researchers and teachers outside the United States. Researchers overseas are asked to submit abstracts of their research to TEA/SIG even if they do not plan to attend the convention. Teachers overseas needing ideas to improve their teaching in difficult circumstances may submit to TEA/SIG their pedagogical problems with a description of their teaching situation (materials used, number, level, and age of students, type and purpose of instruction, etc.) Correspondence should be addressed to: Lin Lougheed, Ed Dvlp Ctr, 55 Chapel St, Newton MA 02160.

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Program Encourages New Ideas on Language Teaching and Learning

The English-Speaking Union has announced its 1979 English Language Competition. The aim of the program is to encourage new ideas and developments in the field of learning and teaching English as a medium of international communication and understanding. Entries should describe concepts and projects, not yet published, which make an original contribution to the improvement of teaching and learning English. The following areas are suggested, but the list is not intended to be exhaustive or exclusive: teacher training, teaching methodology, improvements in lexicography and the teaching of vocabulary, the use of film or video or audio materials in teaching and training, approaches to grammar, correspondence and self-study courses, courses involving broadcasting (radio or TV), language records or tapes, textbooks, multi-media approaches, teaching materials, testing techniques, and others. Copyright will be retained by the entrant, but those who submit entries may be offered appropriate publishing backing in order to develop their ideas. A total of 19 awards will be made; closing date is May 31, 1979. For further information write: David Hicks, Dir of Ed. Eng Spkng Union, Dart-

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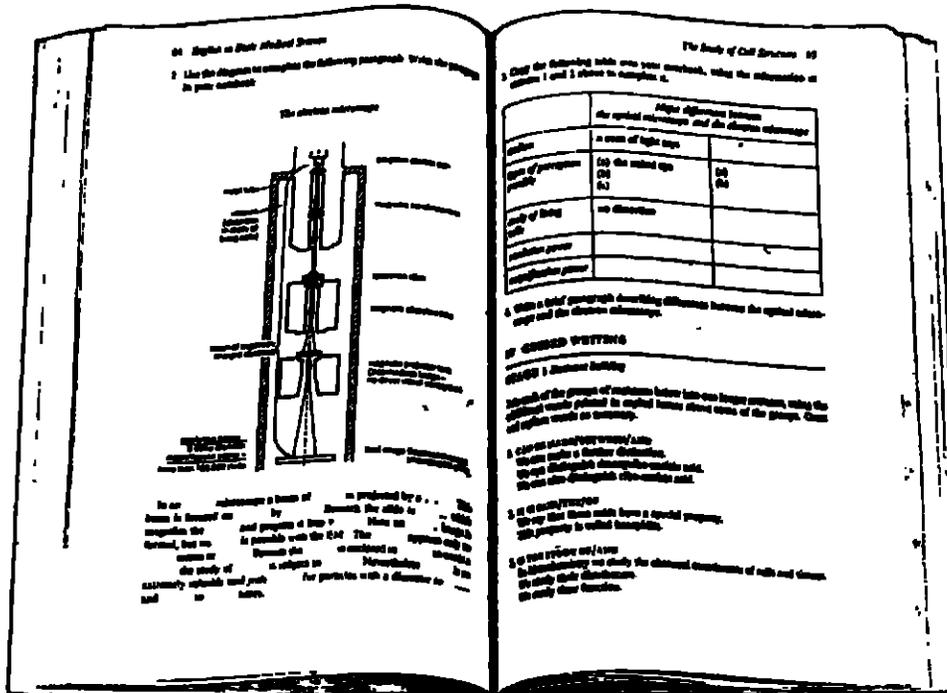
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Note: A fee of \$20.00 is charged for each listing of positions available at institutions. Payment should accompany entry, but the school or department can be invoiced for that amount. Institutions desiring to advertise their openings in the *LR* should submit their entries to the Managing Editor by the 1st of the month preceding the month of publication. Advertisements are not accepted from organizations which do not subscribe to an Affirmative Action/Equal Opportunity policy. The *LR* reserves the right to edit all position descriptions

Writing specialist: To manage Writing Lab serving 450 hearing-impaired coll students per quarter. Responsibilities include supervision of 10 student monitors, production and evaluation of instructional materials. Training in manual communication provided. Exp tching persons with communication disorders or with persons learning ESL required. PhD in Ling, ESL, Communication Disorders, or related areas also required. Send resumes to: Personnel Coord, Box LR 39, Natl Tech Inst for the Deaf, Rochester Inst of Tech, One Lomb Memorial Dr, Rochester NY 14623.

The Prog in Ling at SUNY-Stony Brook may have a 1-yr position for an asst prof with a strong interest in TESL. Send

resume to: Frank Anshen, Dir, Prog in Ling, SUNY, Stony Brook NY 11794

The ESL Section of the Dept of Eng at UCLA expects to offer 2 temporary professional positions in its overseas proj at Ain Shams U in Cairo, Egypt, for 1979-81. One candidate should have strong academic interest in psycholing, the other in lang tching methodology/observation and evaluation. Both candidates should have skills in research design and basic research statistics, and should be prepared to supervise grad students' tching in Egyptian public schs. Both should also have a special area of interest that could be taught as an elective grad course. Interested persons who are qualified to tch general courses in an ESL/EFL prog and who meet specialization requirements are invited to send a ltr of interest and CV to: Russel N. Campbell, Dept of Eng (ESL), UCLA, Los Angeles CA 90024.

U Illinois-Chicago Circle has a temporary opening (Fall, Winter, and possibly Spring quarters) for the 1979-80 academic yr for a full-time lecturer to tch 2 courses in the Japanese lang (elem and Intermediate) and 1 course in ling. Applicants capable of tching the Japanese lang and a course other than ling will also be considered. Deadline for application: June 16, 1979. Send CV to: Andrew Schiller, Dept of Ling, U Illinois-Chicago Circle, P O Box 4348, Chicago IL 60680

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Guide to Grants and Fellowships in Language and Linguistics: No. 3

Editor's note Of necessity, this Guide has been limited to organizations offering significant financial support. In general, institutions making less than 50 awards annually have not been included in this listing. If you know of similar organizations not included, we would appreciate receiving information about them for the next issue of this Guide. Additional copies of this issue are available at a cost of \$2.50 from Communication & Publications Div, CAL, 1611 N Kent St, Arlington VA 22209.

American Association of University Women Educational Foundation. *American Dissertation and Postdoctoral Research Fellowships* Fields unrestricted Support will not be provided for research equipment, assistants, etc., subsidizing publication costs, travel to professional meetings, conferences, or seminars; tuition for additional course work, repayment of loans or other personal obligations, or for projects of less than 12 months. Applicants must be U.S. citizens or permanent residents who intend to pursue their professional careers in the United States. Pre-doctoral candidates must have completed all course work and qualifying exams for the PhD by Jan 2, 1980; postdoctoral applicants must hold a PhD at the time of application. Stipends range from \$3,500-\$7,000, with a maximum stipend of \$9,000 for postdoctoral fellowships. Deadline: Dec 15 (Note: a similar program is available for foreign scholars, deadline is Dec 1.) Wnte: Ed Foundation Progs Office, AAUW, 2401 Virginia Ave, NW, Washington DC 20037.

American Council of Learned Societies. *Fellowships* Available to scholars wishing to engage in research in a number of fields, including philology, languages, and linguistics. Maximum stipend is \$13,500 for projects of from 6 to 12 months duration. Deadline. Sept. 30. *Study Fellowships.* For younger scholars, these fellowships are designed to allow recipients to broaden their knowledge through study in disciplines other than their present specialization which normally employ a different methodology. Grants will not be made for basic research purposes. Maximum stipend: \$12,000. Duration. 6-12 months. Deadline: Nov 15 *Research Fellowships for Recent Recipients of the PhD.* Provides support for a minimum of one semester of uninterrupted full-time research. Program is limited to scholars who received their degrees within the two and one-half years prior to the competition year. Maximum award is \$7,000. Deadline: Sept 30. *Grants-in-Aid* To be used exclusively to advance specific programs of research in progress by contributing to the scholar's essential personal expenses, including personal travel and maintenance away from home, research or clerical assistance, and reproduction or purchase of materials. Stipends will not exceed \$3,000. Deadline: Dec 15. *Travel Grants for Humanists to International Meetings Abroad.* Grants are for scholars who will participate in international congresses and research conferences held outside North America

(including the Caribbean islands). Social scientists and legal scholars are eligible only if they specialize in the history or philosophy of their disciplines and if the meeting they wish to attend is so oriented. Meetings must be truly international in sponsorship or participation. Very few grants are offered for travel to annual or biennial meetings, and travel to meetings dealing with pedagogy or for the purposes of presenting papers dealing with this subject will not be supported. Also, support will not be extended for travel to congresses which are to receive major funding from other sources. Only persons who are to read papers or have a major, official role in the meeting will be eligible for an award. Applicants are warned that grants require the use of U.S.-flag carriers, and that funds will be paid only after the meeting and on receipt of travel documentation and substantive reports. In requesting forms from ACLS, applicants should state name, dates, place, and sponsorship of the meeting, as well as the nature of their scholarly interests and proposed role in the meeting. Deadline: July 1 for Nov-Feb meetings; Nov 1 for Mar-June meetings, Mar 1 for July-Oct meetings. Scholars do not have to wait for confirmation of active participation before applying, although awards will be conditional upon such confirmation. *Grants for Research on Chinese Civilization.* Research may be conducted either in the U.S. or abroad. Applications are also invited from experienced scholars who want to pursue projects designed to synthesize the results of their studies into an overview of a given problem, age, or field of knowledge. Project research may extend into the period after 1910, but projects concentrated on post-1910 China are not supported by this program but by the Social Science Research Council, which accepts applications for such projects. Straight translation projects are also not considered for funding under this program, although translations from classical Chinese will be considered acceptable if they form part of an interpretive study. Small grants are awarded for research-related domestic or foreign travel, research costs, and short-term maintenance. Duration: at least 6 months of uninterrupted research. Maximum stipend. \$15,000. Application may be made for funds to supplement sabbatical salaries or awards from other sources provided that these funds would intensify or extend the proposed research. Deadline: Dec 1. *Mellon Fellowships for Chinese Studies* (subject to funding) Supported by the Andrew W Mellon Foundation, these postdoctoral awards provide opportunities for scholars trained in the area of historical or contemporary Chinese studies to maintain and improve their research and teaching skills. Awards are made for further specialization in the field of previous training, for the acquisition of new methodological skills or new or improved disciplinary training in the social sciences and the humanities, and for advanced language study in Japanese or in classical or modern Chinese. Emphasis is placed on advanced study to enhance scholarly research capability,

and recognition is given to the particular needs of scholars whose normal places of work are at a distance from major centers of Chinese studies. The program is open to American and Canadian scholars who hold a PhD at the time of application. Maximum award \$15,000. Deadline: Dec 1. **Grants for Research in East European Studies** A limited number of postdoctoral grants are available to U.S. or Canadian scholars for research in the humanities or social sciences relating to the cultures and populations of Albania, Bulgaria, Czechoslovakia, Hungary, Poland, Romania, Yugoslavia, East Germany since 1945, and modern Greece. Comparative studies are particularly encouraged. The program provides for both small grants (to cover the cost of research-related domestic or foreign travel, research assistance, and short-term maintenance) and larger grants (\$10,000 maximum) for at least 6 months of uninterrupted research. Deadline: Dec 1. Applicants are required to be citizens or permanent residents of the U.S. For the East European Studies and the Mellon programs, citizens and permanent residents of Canada are also eligible to apply. In requesting forms for the above programs, the applicant should state age, highest academic degree held and date received, citizenship or permanent residence, academic or other position, field of specialization, proposed topic of research or study, duration of support, and name of program under which application is contemplated. With the exception of the Travel Grant program, application should be made under *one program only*. General inquiries and requests for application forms should be addressed to: Office of Fellowships & Grants, ACLS, 800 3rd Ave, New York NY 10022

American Institute of Indian Studies. Advanced Language Training Program in India. For training in an Indian language, these fellowships are open to U.S. students with a minimum of 2 years of previous language study. **Senior Research Fellowships.** Awarded to academic specialists in Indian studies who have a PhD or equivalent and, usually, who are engaged in teaching and/or research at an American institution. Fellows are required to formally affiliate with a university in India during tenure (3-12 months). **Faculty Training Fellowships.** Tenable for one year, these awards are for advanced study in India by scholars who, while not specialists in India, wish to gain the expertise necessary to introduce Indian materials into their current teaching curriculum. **Junior Fellowships** For graduate students who have completed all PhD requirements except for the writing of the dissertation. Address inquiries on all the above programs to: Amer Inst of Indian Studies, Foster Hall, U Chicago, 1130 E 59th St, Chicago IL 60637. Deadline: Oct.

American Institute of Pakistan Studies. Fellowships Available in a number of areas (predoctoral research, professional development, library service, and postdoctoral study), awards are made available to scholars and advanced graduate students engaged in research on Pakistan in all fields of the humanities and social sciences. Comparative research on Pakistan and other Muslim countries is especially encouraged. Deadline: Jan 1. Write: Dir, Amer Inst of Pakistan Studies, 138 Tolentine Hall, Villanova U, Villanova PA 19085.

American Philosophical Society. Research Grants Fields unrestricted. Doctoral degree required. Awards range from \$300 to \$2,000 and are to be used for such research costs as collection of materials; preparation of photographs, microfilms, and other records; purchase of supplies; and other incidental expenses of research. Applications must be submitted 8 weeks in advance of the first Fridays in Feb, April, June, Oct, and Dec. Inquiries to: Cte on Research, Amer Philosophical Society, 104 S 5th St, Philadelphia PA 19106. **Phillips Fund Grants.** Limited in number, these grants provide support for research in American Indian anthro-

pological linguistics and ethnohistory (but not psycholinguistics or for preparation of teaching materials). Awards average \$500-\$800 and are generally intended for younger scholars, especially graduate students. Deadline: Mar. Write to the Librarian at the above address.

American Research Institute in Turkey. Fellowships. For research and study, to be undertaken in Turkey, in all fields of the humanities and social sciences. Awards range from \$500 to \$7,800 and cover travel and maintenance allowance. Duration: not more than 12 months. Request applications from: Amer Research Inst in Turkey, The University Museum, 33rd and Spruce Sts, Philadelphia PA 19104. Deadline: Nov 15.

American-Scandinavian Foundation. Under a number of programs, the Foundation provides fellowships (and grants for short-term study) for research in any areas related to the Scandinavian countries. Open to Americans with a bachelor's degree and a working knowledge of the language of the country in which research will be undertaken. Awards range from \$500 to \$5,000 for a maximum of one year. Deadline: Nov 1. **George C. Marshall Fellowships for Study in Denmark.** The Foundation administers this program, which provides support for study (fields unrestricted) to be undertaken in Denmark. Awards carry a maximum stipend of \$5,000 and are for a 3-12 month period. Deadline: Nov 1. (Note: applicants for Marshall Fellowships must be no more than 40 years of age; there is no age restriction on ASF awards.) Request applications in early Fall from: Exch Div, Amer-Scandinavian Foundation, 127 E 73rd St, New York NY 10021.

Council for European Studies. Pre-dissertation Training Fellowships. Pending funding, this program allows graduate students to spend up to 3 months in Europe studying in their chosen fields prior to writing their dissertations. Awards are for an average of \$1,000. Applicants must have finished a minimum of one year of graduate study at a U.S. university in the social sciences or related disciplines. Deadline: Feb 1. Write: Council for European Studies, 1429 Intl Affairs Bldg, Columbia U, New York NY 10027

Council for International Exchange of Scholars. Fulbright-Hays Awards for University Lecturing and Postdoctoral Research Abroad. Administered in cooperation with the Directorate of Educational and Cultural Affairs, U.S. International Communication Agency, these awards are open to U.S. citizens with college or university teaching experience (for lectureships) and doctorate (for research and for most lectureships). Support under the program generally consists of maintenance allowance for grantee and family, roundtrip travel for grantee and sometimes one dependent, and other allowances as offered by the host country. Deadline: June 1 for American Republics, Australia, and New Zealand; July 1 for Africa, Asia, and Europe. (Inquiries are welcome about late openings, especially in developing countries.) **Advanced Research Fellowships in India.** Offered by the Indo-U.S. Subcommittee on Education and Culture, fields unrestricted. Long- and short-term grants are available to U.S. citizens for postdoctoral or equivalent level scholarly and professional research in India. Applications are encouraged in any field involving collaboration with Indian colleagues and from scholars or professionals who have not specialized in the area and who have limited or no experience with India. Deadline: July 1. Application forms for the above programs are available from: Council for Intl Exch of Scholars, 11 Dupont Cr, NW, Suite 300, Washington DC 20036

Danforth Foundation: Danforth Graduate Fellowships. Provide financial support and personal encouragement to candidates committed to doctoral study and to careers in col-

lege or university teaching in subject-matter specializations likely to be taught in an undergraduate liberal arts curriculum. Applicants may be either college seniors or PhD students and must either be U.S. citizens or hold an Alien Registration Receipt Card. Fellows will be expected to study full-time at an accredited U.S. college or university, beginning Fall 1980. Fellowships are for one year, but are renewable (assuming satisfactory progress toward degree and adherence to the purposes of the program are maintained) for up to 4 years. Maximum stipends: \$2,500 (single or married with no children), \$3,500 (married or head of household with one child, with a further stipend of \$400 for each additional child). Candidates must be *nominated* by faculty members at their own institution who have been appointed to serve as liaison officers for that institution. Complete details on the nomination procedure are available from: Danforth Grad Fellowship Prog, Danforth Foundation, 222 S Central Ave, St Louis MO 63105. Nominations must be mailed by Liaison Officers by Nov 16; completed applications must be postmarked Dec 17 or earlier.

East-West Culture Learning Institute, East-West Center. Graduate Study Awards. For graduate work at U Hawaii, participants in the program also spend an average of 5-10 hours per week involved in Institute research programs. Deadline: Dec 1, 1979 for academic year 1980-81. **Joint-Doctoral Research Internships.** In cooperation with degree-granting institutions, these internships allow advanced doctoral candidates whose dissertation topics fall within the scope of the Institute's activities to conduct one-two years of research at the Center and in the field. Suggested deadline: Apr 1 or Oct 1 for awards for ensuing semester. **Research Internships.** For up to one year of full-time participation in an Institute project involving such activities as gathering research materials, analyzing data, writing a paper, or developing audio-visual materials. Deadline: June 1, 1979 for awards beginning Oct 1, 1979. **Fellowships.** Limited in number, these awards allow advanced scholars to conduct research and develop programs within the Institute's main project areas. Selection for all awards is based on relevance of applicant's background/interests to Institute programs. Information and application materials are available from: East-West Culture Learning Inst, East-West Cntr, 1777 East-West Rd, Honolulu HI 96848.

Ford Foundation. Education and Research Grants. Supports experimental, demonstration, and developmental programs to improve the quality and accessibility of education at all levels as well as research (with particular emphasis on the social sciences). Applications are accepted from individuals as well as institutions and should be submitted in the form of a proposal outlining project objectives and methodology, the qualifications of the investigator(s) involved, and a detailed estimated budget. Further information is available from: Ford Foundation, 320 E 43rd St, New York NY 10017.

* **Foundation for European Language and Educational Centers. Intensive Language Courses in English, French, German, Spanish, and Italian.** Program provides scholarships for the study of foreign languages. Recipients will be required to attend one of the Foundation's language courses and must have at least one year of professional work experience and upper intermediate-advanced level competence in the language to be studied. Write: Eurocentre Students' Grants Dept, Foundation for European Lang & Ed Centres, Seestrasse 247, Zurich CH-8038, Switzerland.

German Academic Exchange Service. DAAD Grants for Study and Research in Germany. Program provides scholar-

ships for foreign students for graduate, doctoral, or postdoctoral studies (fields unrestricted) at a German college or university. Fluency in German and at least a bachelor's degree (PhD for fellowships) is required. Deadline: Nov 1. Request application forms from: Inst of Intl Ed, 809 UN Plaza, New York NY 10017. (Note: Information on the other DAAD Fellowships is available from DAAD, One 5th Ave, New York NY 10003.)

John Simon Guggenheim Memorial Foundation. Fellowships. Grants are normally for one year but not less than 6 months. U.S. or Canadian citizenship or permanent residence required (separate fellowships for citizens or residents of other countries and territories of the Western Hemisphere and the Philippines are available through a related program). Amount of award varies according to need, resources, and scope of study. Deadline: Oct 1. Write John Simon Guggenheim Memorial Foundation, 90 Park Ave, New York NY 10016.

Institute of International Education. Grants for Graduate Study Abroad under the Mutual Educational Exchange Program (Fulbright-Hays) and grants offered by foreign governments, universities, and private donors. Awards provide support for full-time research (maintenance and travel); partial or full maintenance only; or travel expenses to supplement other grants which do not cover transportation costs. Applicants must be U.S. citizens, must possess a bachelor's degree or its equivalent, and must have at least a working knowledge of the language of the country in which study will be undertaken. Deadline: Nov 1. Applications and brochures describing each type of award are available either from campus Fulbright Program Advisors or from: Inst of Intl Ed, 809 UN Plaza, New York NY 10017.

International Research and Exchanges Board. Summer Exchange of Language Teachers with the Soviet Union. Under this program designed to improve the teaching of Russian in U.S. schools and universities, participants will attend an 8-week summer session at Moscow State University. Requirements: 4 years of college-level Russian or the equivalent and a minimum of 2 years of teaching Russian at the college or secondary school level. Deadline: Dec 1. **Fellowships for Preparatory Study in the U.S. and Canada.** Supports essential linguistic preparation and area training for graduate students planning to undertake research or study relating to contemporary Eastern Europe or the Soviet Union. It is expected that recipients of these fellowships will apply to the appropriate IREX exchange program the following year. Full fellowships provide tuition, language training allowance, travel expenses, and a stipend. Partial fellowships provide an allowance for language training only. Tenure: 3-12 months. Deadline: Nov 1. **Exchange of Senior Scholars in the Social Sciences and Humanities between ACLS and the Soviet Academy of Sciences.** For research lasting from 2-9 months. Deadline: Nov 1. **Exchange of Senior Scholars in All Fields with the Ministry of Higher and Specialized Secondary Education of the USSR.** Provides support for 3-6 months of research in universities and other institutions under the Ministry. Deadline: Nov 1. **Exchange of Graduate Students and Young Faculty in All Fields with the Ministry of Higher and Specialized Education of the USSR.** For research at Soviet universities for periods of from one semester to a full academic year, with a 4-week intensive Russian language program. Program is open to both graduate students needing to complete their dissertation only and to postgraduate scholars. Deadline: Nov 1. **Programs with Eastern Europe.** For research in Bulgaria, Czechoslovakia, East Germany, Hungary, Poland, Romania, and Yugoslavia. Duration of research is expected to be at least a semester but no more than a full academic year. Deadline: Nov 1. **Special Grants for Collaborative Activities and New Exchanges.** Support is provided for such

* Indicates that no reply was made to our request for updated information when this issue went to press.

projects as bilateral and multinational symposia, collaborative and parallel research, joint publications, exchanges of data, comparative surveys, etc., as well as brief visits necessary in planning these projects. Funding for these grants is severely limited, never in excess of \$10,000, and support will not be provided for projects of more than one year in duration or for individual study, research, or attendance at scheduled scholarly meetings or conferences. Deadlines are on a quarterly basis—Sept 30, Dec 31, Mar 31, and May 31 respectively—with decisions announced approximately one month after the deadlines. *Travel Grants for Senior Scholars in the Social Sciences and Humanities.* Purpose of the program is to facilitate communication between prominent American scholars in the social sciences and the humanities and their colleagues in the countries with which IREX conducts exchanges, as well as in Albania and Mongolia. Preference will normally be given to scholars outside the field of Soviet and East European studies. Applicants must have received a formal invitation from an appropriate institution in a participating country, and support will be for round-trip economy air transportation only. Intended for short visits of perhaps less than 2 months duration, not for individual research. Applications should be submitted to the Executive Director of IREX, indicating the general purpose of the proposed visit and including a copy of the formal invitation to the scholar, other relevant correspondence, and a CV. As with the previous program, requests will be considered on a quarterly basis. Address all correspondence to IREX, 110 E 59th St, New York NY 10022 (Note: deadlines were not firm at press time.)

Japan Foundation. Professional Fellowships. Applications are accepted from established scholars either specializing in Japanese studies or desiring to increase their professional competence in the Japanese field. Support may also be given to translators from Japanese into English. U.S. citizenship or permanent residency required. Fellowships are of both long (4-12 months) or short (2-3 months) duration. Requests for applications should include an indication of citizenship, present position, and theme of research. **Deadline:** Dec 1. **Dissertation Fellowships.** Designed to allow doctoral candidates in American universities in the social sciences, the humanities, and other professional fields to carry out dissertation research related in substantial part to Japan or U.S.-Japan relations. Fellowships are tenable only in Japan for periods ranging from 3 to 14 months and are usually not renewable. **Deadline:** Dec 1. Write: Japan Foundation, Suite 570, Watergate Office Bldg, 600 New Hampshire Ave, NW, Washington DC 20037.

Kosciuszko Foundation. Scholarships and fellowships for Americans of Polish descent in support of graduate study in any field or for other Americans in Polish studies, assistance for research and publication of scholarly texts on topics pertaining to Polish history and culture, exchange scholarships for study in Poland. Preference is given to students at the graduate level, and applicants for exchange scholarships must have at least an MA and a working knowledge of the Polish language. The Foundation, in cooperation with Alliance Coll, also offers undergraduate students of Polish background the opportunity to spend their junior or senior year studying at Jagiellonian U in Cracow. Participants in the program will pursue a course of study concentrating on Polish language, literature, history, and culture. The program is open to U.S. and Canadian citizens and provides tuition and room plus stipend, but does not support travel to and from Poland. **Deadline:** Jan 15. Write: Kosciuszko Foundation, Scholarship Dept, 15 E 65th St, New York NY 10021 (Note: changes in the above program are anticipated but details were not available at press time.)

* **Ministry of Education: ICETEX. Cross-Cultural Exchange**

Program Offers graduate study fellowships in linguistics, dialectology, and Hispanic American literature, tenable at the Inst Caro y Cuervo in Bogota. Bachelor's and fluency in Spanish required. Supports travel as well as tuition, room and board, and other expenses. For application information write: Ministry of Ed, ICETEX, Aptdo Aereo 5735, Bogota, D E, Colombia.

National Academy of Sciences. Exchanges with USSR and Eastern European Academies (for visits to take place during the 1979-80 academic year). Applicants must be U.S. citizens with a doctoral degree or its equivalent in various areas of the sciences, including the social or behavioral sciences. Awards are for research visits (long-term visits of 5-12 months duration are particularly encouraged) to the USSR, Bulgaria, Czechoslovakia, the GDR, Hungary, Poland, Romania, or Yugoslavia. All necessary expenses will be met by NAS and the foreign academy, including reimbursement for salary lost (up to a predetermined maximum) and expenses for accompanying family members (on visits of 5 or more months). **Deadline for requesting applications:** Oct 26. Request application forms from: NAS, Commission on Intl Relations, USSR/EE, 2101 Constitution Ave, Washington DC 20418.

National Endowment for the Humanities. General Research Program. Supports a wide range of scholarship in the humanities, including basic research of long- and mid-term duration, research and development of new materials and methods in the area of state, local and regional history, and archaeological activities. **Deadline:** Sept 1. **Research Materials Program. Research Tools.** Supports the preparation of essential reference works such as atlases, bibliographies, dictionaries, encyclopedias, linguistic grammars, concordances, catalogs, and guides. **Deadline:** Oct 1. **Editing.** Designed to make the works and papers of significant authors or historical figures available to the scholar and general reader in authoritative, newly-annotated texts. **Deadline:** Oct 1. **Research Collections Program.** Helps develop collections (through making overseas materials available in the U.S. by the use of microfilming or the collection of data through oral history techniques), supports projects to improve or develop innovative processing and collection techniques, and provides grants to catalog, inventory, or otherwise obtain bibliographic control of significant research collections. **Deadline:** Dec 1. **Research Conferences.** Supports a limited number of conferences and workshops for scholarly communication of a state-of-the-art or an assessment of innovative needs nature. **Deadlines:** Aug 15 and Feb 15. **Research Translation Program.** Projects for translation of texts from any discipline relevant to scholarship in the humanities are eligible. Translations from all languages are eligible, but emphasis is on those from non-Western languages. **Deadline:** July 1. **Publications Program.** Supports publication costs. **Deadlines:** May 15 and Nov 15. Further information and application instructions for the above are available from the Div of Research Grants, Mail Stop 350. **Fellowships.** Provide support for 6 or 12 months of full-time research in the humanities. Stipends range from a maximum of \$10,000 (6 months) to a maximum of \$20,000 (12 months), and are designed to replace salary lost during tenure. NEH Fellowships are offered in three categories: Category A is open to scholars, teachers, and other interpreters of the humanities whose work promises significant contribution to humanistic thought and knowledge. **Deadline:** June 1. Category B is open to persons primarily engaged, or intending careers, in undergraduate teaching who wish to undertake independent study and research that will lead to important contributions to humanistic thought and knowledge, as well as enhance their abilities as teachers. **Deadline:** June 1. Category C is open to teachers in undergraduate and two-year colleges to participate in seminars.

directed by distinguished scholars at designated universities and to undertake research and study of their own choosing beyond the work of the seminars. Deadline: Nov 12, 1979 *Summer Stipends*. Carrying an award of \$2,500, these stipends are for 2 months of full-time study and research. Applicants affiliated with a college or university must be nominated by the president, dean, or other designated officer of the institution at which they are employed. Deadline: Oct 15, 1979. *Summer Seminars for College Teachers*. *Summer Seminar Participants*. Seminars to be offered are usually announced in Dec. Applicants must have at least 3 years of teaching experience at the junior college or college level. Stipend: \$2,500. Deadline: Apr 1 *Summer Seminar Directors*. Scholars interested in directing a seminar are invited to submit proposals. Deadline: July 1. For information and application instructions on the above programs write to the Div of Fellowships, Mail Stop 101. *Youthgrants in the Humanities*. Supports projects developed and conducted totally by young people in their teens or twenties. Consideration will be given only to projects which (1) clearly relate to the humanities, (2) have a specific purpose, a clearly designed scope, and carefully designed plan of work; an identifiable end product, and a high potential for helping individuals develop their critical faculties and their understanding of humanistic knowledge; and (3) are initiated, developed, and executed entirely by young people (although teachers and other scholars may serve as consultants or advisors). Some typical areas of support include the design or execution of an education program; humanistic research or study of a specific problem; or other activities aimed at applying humanistic knowledge or disseminating it through film, exhibitions, and other media. Grants range from under \$2,500 for individual projects up to \$10,000 for group projects. Deadlines: Nov 15 and Apr 15. A brochure describing the program in detail is available from Youthgrants in the Humanities, Mail Stop 103. *Special Youth Projects*. Program is designed to provide out-of-classroom opportunities for young people to acquire and develop interest, knowledge, and skills in the humanities. Projects eligible for support include the development of research materials and activities involving substantial numbers of participants. It is expected that projects will be carried out after school, on weekends, or during the summer. Deadlines: Oct 15 and Feb 1. Write: Office of Youth Progs, Mail Stop 103. *Challenge Grants*. Intended to help humanistic institutions improve their long-term financial stability by stimulating new or increased non-Federal support. Grants are made available to increase the fund-raising capacity and help enlarge the private funding base of an institution, and to thus strengthen its programs, resources, and services in the humanities. For every Federal dollar awarded by NEH, grantees must raise at least three non-Federal dollars in new or increased income. Eligible expenditures include, among others, such items as: strengthening institutions' management and administration, particularly in the area of long-range planning, development, and fund-raising; general expenses, such as salaries, rent and administration; retiring mortgages and deficits, eliminating debts; augmenting endowments, providing for capital improvements, and hiring personnel. Inquiries, including requests for *Guidelines*, should be sent to NEH Challenge Grants, Mail Stop 800, NEH, 806 15th St, NW, Washington DC 20506

National Institute of Mental Health. Research Grants. Support is provided for linguistic research projects, especially in the area of psycholinguistics. Grants are for *basic* research. Projects may be extended for additional periods, with or without additional funds, as may be required to fulfill the purposes of the approved project, but grant awards for an initial project period or for an extension may not be made for more than 5 years without competitive

review. Deadline for receipt of applications: Feb 1 and Mar 1 for projects starting Dec 1; June 1 and July 1 for projects starting Apr 1; and Oct 1 and Nov 1 for projects starting July 1. *Small Grants*. The small grant program provides funding for one year (non-renewable) to support preliminary research investigations and may be used to test new methods or techniques, analyze data previously collected, or conduct pilot studies. Small grant applications may be submitted at any time (without regard to the receipt dates pertaining to the regular research grant program). However, applications requesting early summer (June) starting dates must be received no later than Dec 1, and applications with July and Aug starting dates must be received by Feb 1. Applications for both types of grants must be submitted on official NIMH (NIH-398) forms. Requests should be directed to: Grant & Contracts Management Branch, NIMH, 5600 Fishers Ln, Rockville MD 20857.

National Science Foundation. Linguistics has been recognized as a separate discipline at NSF since October 1975. Awards are made both for research projects and in support of doctoral dissertation research. Proposals for research projects are reviewed 3 times a year (Fall, Winter, and Spring), and should be submitted at least 6-8 months prior to the start of the project. Research ideas may be explored informally before submission of an actual proposal by writing: Paul G. Chapin, Prog Dir for Ling, NSF, Washington DC 20550 (Note: although NSF offers a variety of other grants, virtually all support for linguistics comes from the above programs.)

Newberry Library. Fellowships for Individual Research. (One of the areas supported is early philology and linguistics.) Tenable for in-residence research at the Library. PhD or ABD required. Awards are for 1-3 months with support limited to \$500 per month. Deadlines: Mar 15 and Nov 1. *NEH Fellowships*. Again, for work in residence with the Library's collection. For established scholars, these awards are for 6-11 months duration and range up to a maximum of \$18,000 (contingent on grant from NEH). Deadline: Feb 1. Inquiries to: Cte on Awards, The Newberry Library, 60 W Walton St, Chicago IL 60610.

Permanent Conference of Ministers of Education of the States in the Federal Republic of Germany. Foreign Language Assistant Exchange Scheme Provides teachers and college level students of German the opportunity to serve as foreign language teaching assistants in secondary schools in Germany. Duration: One year. Deadline: Feb 1 (provided candidate is eligible for a Fulbright travel grant). Inquiries to: Ed Exch Service, Nassestrasse 8, 53 Bonn 1, Federal Republic of Germany.

Radcliffe College. The Bunting Institute. Fellowships (1979-80 tenure). Postdoctoral fellowship program for professional women to pursue independent projects. Applicants must have received their doctorates before June 30, 1977, or, if in non-academic fields, must have equivalent professional experience. The one-year appointments require residence in the Boston area during tenure. The purpose of the program is to allow scholars to pursue independent research projects as members of an interdisciplinary community of scholars. Deadline: Oct 15. Application forms are available from: Bunting Inst, Fellowship Prog, 3 James St, Cambridge MA 02138.

Rockefeller Foundation. Humanities Fellowships. Projects considered for funding under this program must be designed to illuminate and assess the values of contemporary civilization, and those of an interdisciplinary nature are especially encouraged. Awards will not be made for completion of graduate or professional study or for writing poetry or fiction. The following areas of research have been identified as appropriate for these awards: (1) Ideas and

concepts in contemporary culture, (2) the humanities in an international context, (3) science, life sciences, technology, and society in the context of humanistic values; (4) literature, the creative arts, and contemporary values, (5) the humanities and a changing society, (6) the humanities and the media, and (7) humanistic perspectives on human rights in the contemporary world. Maximum stipend: \$20,000 Deadline: Oct 1 Detailed information on application procedures is available from: Rockefeller Foundation Humanities Fellowships, The Rockefeller Foundation, 1133 Ave of the Americas, New York NY 10036. *Research Fellowship Program for Minority-Group Scholars* The program is designed to provide support and encouragement to minority-group scholars working in disciplines such as history, literature, philosophy, cultural anthropology, and linguistics who are seeking to provide a humanistic perspective on minority-group issues. Research proposals will be selected on the basis on relevance to current issues; potential usefulness to the policymaking community, creativity of approach, conceptual clarity, and effectiveness of presentation; use of analytical methods appropriate to the particular research problem; and feasibility of project. Maximum award: \$25,000 Deadline for application: Jan 15 (proposed) Details on application procedures and other information is available from the Research Fellowship Program for Minority-Group Scholars at the above address

Smithsonian Institution. Foreign Currency Program (PL 480). Financed entirely with currency of the participating countries, support is available for research in a number of areas, including linguistics. (Research of an interdisciplinary nature is also encouraged.) Awards range from \$2,000 to \$50,000. Duration: usually less than a year (renewable) Applications are acceptable from U.S. universities, museums, and other institutions of higher learning and must be in the form of a proposal which provides the following: (1) summary of the project, (2) a methodological as well as theoretical description of the proposed research, (3) vita and list of publications for the project's principal investigator, and (4) itemized budget (may not include cost of construction for any permanent buildings). Detailed information on proposal format and other requirements is available from Foreign Currency Program, Office of Fellowships and Grants, L'Enfant Plaza, North Bldg, Suite 3300, Smithsonian Inst, Washington DC 20560.

Social Science Research Council. Fellowships for International Doctoral Research. Applicants must be graduate students in the social sciences or humanities who will have completed all requirements for the PhD except the dissertation by the time the fellowship begins. The doctoral dissertation research supported by these fellowships must be carried out in Africa, Asia, Latin America and the Caribbean, the Near and Middle East, or Western Europe. Deadline: Nov 1. *Postdoctoral Grants for Research on Foreign Areas.* This program is designed to support either research in one country, comparative research between countries in a specific area, or comparative research between several areas. Awards are for research on or in Africa, China, Japan, Korea, Latin America and the Caribbean, the Near and Middle East, South Asia, or Southeast Asia. In addition, there are special programs for research on the economy of China and for collaborative research on Korea or on Latin America. Deadline: Dec 1. Application information on both programs will be available in Aug from: Social Science Research Council, 605 3rd Ave, New York NY 10016. Note: the above programs are jointly sponsored by the SSRC and the American Council of Learned Societies

U.S. Office of Education. Foreign Language and Area Studies Fellowships (NDEA Title VI) This program provides opportunities for training (on the graduate level) in the less commonly taught foreign languages or in related social and

cultural area studies. Average support per award is \$5,400. Applications are accepted from institutions of higher education in the form of proposals describing their language and area studies centers; number of fellowships to be made available under the program must be specified. (Individuals desiring fellowship support must apply directly to participating institutions.) Deadline for receipt of institutional proposals: Dec. *Doctoral Dissertation Research Abroad (Fulbright-Hays).* Fellowships are for research in foreign languages and area studies and are open to students who plan to teach at college level institutions in the U.S. Language training and acceptance as PhD candidate required. Awards range from \$4,000 to \$16,000. Application materials are available from college and university graduate schools participating in the program. Candidates apply directly to such institutions, which then forward completed applications to: Div of Intl Ed, Intl Studies Branch, USOE, Washington DC 20202. Deadline: Nov. *Opportunities Abroad for Teachers (Fulbright-Hays).* For 1980-81, applications will be accepted for either the teacher exchange program or for attendance at a summer seminar. Requirements: U.S. citizenship, bachelor's degree, and 3 years of teaching experience for one-year positions and 2 years of experience for seminars (current employment necessary). Seminars will be available for teachers of the classics, German, Italian, and World, Asian, or Middle Eastern history and area studies, with special seminars also being planned for social studies supervisors, curriculum directors, teacher educators, and school administrators responsible for curriculum development. Deadline: Nov 1. Applications are available from the Teacher Exchange Section *Faculty Research Abroad.* Awards are for research and study in foreign languages and area studies which either could not be conducted in the U.S. or would benefit significantly from being conducted in the foreign environment. Duration: 3-12 months. Applicants must be U.S. citizens affiliated with a recognized institution, proficiency in relevant language required. Stipends will be computed on the basis of the applicant's salary at the time of application, but will not exceed \$1,300 per month for 12 months. Applications must be submitted directly to the employing institution, not to USOE. Deadline: Oct. *Group Projects Abroad.* Designed to enable educational institutions to improve their programs in foreign languages, area studies, and world affairs. Projects may range from 6 weeks to 12 months, with funds to be used for travel, maintenance allowances, and other expenses. Awards range from about \$5,000 to \$200,000, depending on scope of project and number of individuals involved. Application information is available from the Div of Intl Ed. Deadline: Nov. (Note: above programs are all subject to funding approval; details were not available at press time)

Alexander von Humboldt Foundation. Research Fellowships These postdoctoral fellowships are available to support independent research projects (fields unrestricted) to be conducted at a German university or research institute. PhD, research and teaching experience, and publications required. Fellows are selected by a committee which meets every March, July, and November, with applications due at least 2 months prior to each meeting. Awards range from \$8,800 to \$10,600. Application forms for U.S. applicants are available from: German Academic Exchange Service, One Fifth Ave, New York NY 10003. Inquiries may also be sent to: Alexander von Humboldt Foundation, Jean-Paul-Str 12, D-5300 Bohn 2, W Germany.

Max Weinrich Center for Advanced Jewish Studies. Fellowships Fields include Yiddish language and linguistics. Awards are open to graduate students and are for full-time study at the Center. Send letter indicating interests, back-

See p. 8

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Wenner-Gren Foundation for Anthropological Research, Inc. *Projects* supported are those which use cross-cultural, historical, biological, and linguistic approaches towards understanding man's origins, development, and variation. In general, preference is given to projects needing less than \$5,000 in support. Applications for *grants-in-aid* may be submitted at any time (except from May 1 to Aug 31) and must be received at least 6 months prior to the start of the proposed research. Grantees must agree to acknowledge Wenner-Gren support in publications reporting results of the research, to give 2 copies of the publication to the Foundation's research libraries, and to comply with a number of limitations and conditions (details available upon request) The Foundation's *grants-in-aid program* also provides support for students seeking to undertake research projects at the advanced pre-doctoral level. Applications from students must be made jointly with a senior scholar who will be responsible for supervising the project and submitting a brief evaluative report on the research upon its completion Also available under the program are a limited number of nonrenewable Richard Carley Hunt Memorial Post-Doctoral Fellowships, carrying a maximum stipend of \$4,000, to aid completion of specific studies or

preparation of field materials by younger scholars. Application should be in the form of a letter supplying a brief description of the proposed project and the estimated starting date for the research. Write, Wenner-Gren Foundation for Anthro Research, Inc, 14 E 71 St, New York NY 10021.

Woodrow Wilson International Center for Scholars. Fellowships. The Center's fellowship program is organized in terms of 2 broadly defined divisions and 3 programs. The Division of Historical and Cultural Studies focuses on research in all fields generally considered to be part of the humanities and the liberal and creative arts, while the Division of Social and Political Studies is designed to accommodate proposals in the fields of government and international relations, jurisprudence, sociology, economics, anthropology, psychology, and other related disciplines. Program-wise, The Keenan Institute for Advanced Russian Studies and the Latin American Program support advanced research on the USSR and on Latin America and the Caribbean. Additionally, the Center expects to devote some special attention to the exploration of a broad thematic area For 1980, the theme is "Problems of Authority and Participation in Modern Society" Support is for in-residence research and writing of from 4 months to one year in duration Applicants must be at the postdoctoral level or its equivalent Deadline: Oct 1 For information and application forms contact: Woodrow Wilson Intl Cntr for Scholars, Smithsonian Inst Bldg, Rm 321, Washington DC 20560.

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