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COMMONWEALTH HOLDS ENGLISH TEACHING CONFERENCE

Americans Are Observers At Meeting In Uganda

By Charles A. Ferguson

DURING the first two weeks of January 1961 fifty-eight delegates from twenty-three countries and territories of the British Commonwealth met at Makerere College in Uganda, under the sponsorship of the Commonwealth Education Liaison Committee, to discuss a wide range of problems connected with the teaching of English as a second language. Mr. G. B. Cartland, Acting Governor of Uganda, opened the Conference, and Dr. Michael Grant, President and Vice-Chancellor of Queen's University, Belfast, served as the Chairman.

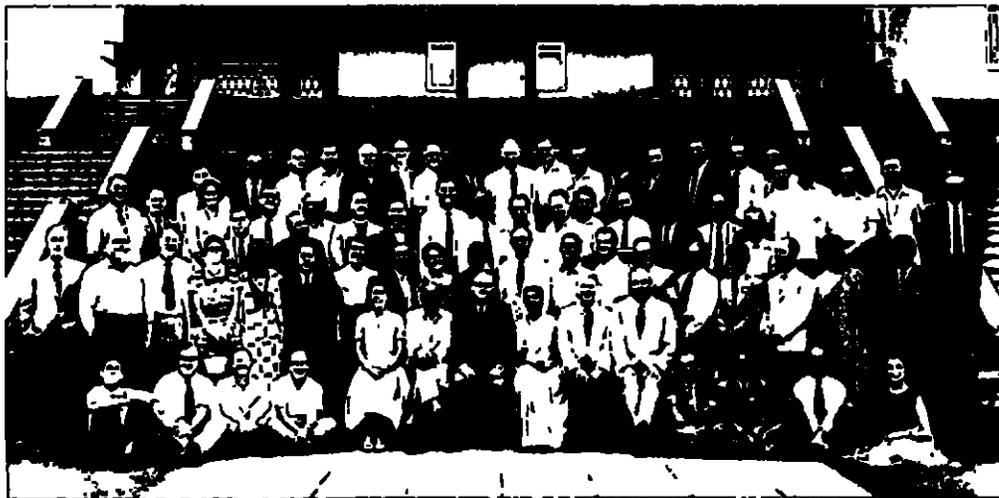
Members of the Conference included teachers and trainers of teachers in the field of English as a second language, educational administrators concerned with the problem, and specialists in linguistics and related fields. In addition to the delegates from the Commonwealth, observers from UNESCO, the United States of America, the Republic of the Sudan, and the office of the Commissioner-General for Southeast Asia attended. There were also advisers on audio-visual aids and publications.

Foreign vs. Second Language

The two purposes of the Conference were to exchange information and to discuss ways of increasing the efficiency of

the teaching of English as a second language at all levels in accordance with the needs and wishes of the countries concerned. All through the Conference the distinction was maintained between the teaching of English as a *FOREIGN* language, as in France, for example, and the teaching of English as a *SECOND* language, as in countries where English has an important function in the essential patterns of communication and where

on the agenda. The topics and chairmen of the working parties were as follows: Teaching English to beginners, Miss Safia Khan (Pakistan); Literature in English language teaching, G. D. Muir (North Borneo); Teaching English for special purposes, A. P. Anderson (Australia); Problems of the use of English as a medium of instruction and study and of the transfer to its use,



Front Row, L-R: unidentified (sec'y), Berry, Anderson, Bright, Miss Claxton, Gokak, Grant, Miss Khan, Astley, Muir, McGillivray, Bhandari, Stevens, Mrs Jackson (conf. off.) 2nd Row, L-R: O'Hagan, Figueroa, Pattison, Miss Pike, Akabogu, Ho, Miss Anderson, dePlooy, Miss Bowen, Phiri, Richards, Harman, Hill, Fourie, Robertson, Chowdhury, Lewis, Agyeman, Dawodu. 3rd Row, L-R: Kesterton (sec'y), Quinault, Mrs. Howard (hall bursar), Jacobs, Gleave, Miller, Coppock, Fr Franken, Guenot, Arnold, Abu Bakr, Wright, Wing, Coles, Carnell, Iwuchukwu, Cable, Prator, Heppell, Omer, Hilton, Mitchell, Gordon. Top row, L-R: Jeffares, Long, Mackenzie, Rackham, Marckwardt, Ferguson, Gardener, Addo, McLellan, Temple, Barker, Isah, King, Pounds, Catford, Venter. Absent: Bell, Mrs. Coppen, Moshia, Whitehead, Wingard. * Out of row.

the learning of English is, as a consequence, an important factor in national development.

At the opening sessions of the Conference on January 2 at the University College of Makerere in Kampala, Uganda, Dr. V. K. Gokak of India was elected Vice-Chairman, and the members of the Conference were assigned to working parties to discuss certain of the topics

United Kingdom) and Problems for research and investigation (Gokak, India) were constituted later on during the Conference. All the working parties drafted reports which were reviewed at plenary sessions, and the final session also adopted a summary of recommendations (first draft by T. F. Mitchell, United Kingdom).

T. A. Gordon (New Zealand), Tests and examinations in English, N. H. Mackenzie (Southern Rhodesia); Training of teachers of English as a second language, B. Pattison (United Kingdom).

Activities

In addition, two smaller working parties on Audio-visual aids (R. J. Quinault,

See Uganda, 2, Col. 1

BOOK NOTICES

Bibliographies For Teachers Of English As A Foreign Language

THE last fifteen years or so have witnessed the production of a rather bewildering abundance of materials on or pertinent to the teaching of English as a second language. During the years 1955 to 1960 there have also appeared a number of bibliographical guides to these materials. Below are given four of these in order of publications. Between them they constitute a reliable, and for the last few years a rather selective list of materials in this field. All bibliographies include both American and British works. *Annotated Bibliography for Teachers of English as a Foreign Language* by Robert Lado. Washington, D.C.: U.S. Govt. Printing Office, 1955. vii + 244 pp. \$.65

This annotated, 720-item bibliography, covering many aspects of teaching English as a foreign language, is the best-known and most general and comprehensive survey of the field published so far. It was prepared by Dr. Robert Lado, then of the University of Michigan, under the auspices of the Office of Education. The period it covers is roughly from about 1945 through 1954. The first part of the bibliography is selective, and is devoted to background reading and materials for the teacher. It includes works on the English language, teaching English as a foreign language, tests and testing, dictionaries, foreign language teaching in general, language and linguistics and academic and cultural orientation. The second part "Materials for the Student" is more comprehensive than the first part. It consists of textbooks for specific native language backgrounds of which there are thirty-one included, and texts intended for the use of mixed classes, as well as a number of readers. The bibliography contains an index of authors

A Check List of Books and Articles for Teachers of English as a Foreign Language by Hugh Sanford Baker. (NAFSA Studies and Papers, English Language Series, No. 5) New York: The National Association of Foreign Student Advisers, November, 1959. [2] + 14 pp. \$.50

The purpose of this 443-item list is to bring Robert Lado's bibliography up to date through 1958 with respect to certain categories of materials, omitting certain sections. The list is not annotated and is intended chiefly for the use of teachers and foreign student advisers in the United States. It contains a number of works on the orientation of foreign students, educational exchange, academic placement of

students, as well as textbooks and other materials for students and teachers of English as a second language. The bibliography contains books, pamphlets, periodical articles and names of journals and bibliographies on the subject.

Annotated Bibliography of Materials for English as a Second Language by Marcella Frank. New York: The National Association of Foreign Student Advisers, April 1960. [2] + 28 pp. \$1.00

This is a selective, annotated bibliography of some 335 items which covers approximately the same time as the Lado and Baker bibliographies and includes works produced since the publication of those works. It is intended mainly for teachers of English to foreign students in American universities and colleges or in citizenship and adult classes. The bibliography is divided into two sections. The first, "Materials for the Student" contains handbooks and workbooks, reading and speech materials, and various miscellaneous items which include texts for spelling, idioms, vocabulary, as well as tests, simplified reference materials and other items. Some materials published for American students but likewise helpful to non-native students of English are also included. Asterisks are used to indicate level of textbooks. The second part, "Materials for the Teacher," is divided into sections containing works on the structure and history of language; usage and pronunciation for the teacher; methodology for the teacher; journals, bibliographies, word lists and vocabulary studies. The appendix contains addresses of publishers.

Interim Bibliography on the Teaching of English to Speakers of Other Languages by Sirarpı Ohannessian. Washington, D.C. Center for Applied Linguistics of the Modern Language Association of America, November, 1960, vi + 53 pp. \$.75

This is a shorter and more selective bibliography than any of the previous publications, containing some 140 annotated items. It is intended for the use of teachers and administrators both in the United States and overseas. It pays deliberate attention to the teaching of English as a foreign language in secondary schools although covering materials intended for college students and adults. With a few exceptions, the items included are selected from works that have appeared since the Lado bibliography and they represent an interim supplement to be followed by a more comprehensive volume.

The bibliography is divided into three sections: a) background readings: works

LINGUISTS WANTED

With this issue of the *Reporter* we inaugurate a regular column "Linguists Wanted" which will list job opportunities in the field of applied linguistics. Brief announcements of the nature of the positions will be given along with the name and address of the person or institution concerned. Positions will be listed in this column only if there is definite requirement or preference for substantial training in linguistics.

Middle East Colleges

Near East College Association, Inc. announces openings for teachers of English with preference for people with advanced degrees in linguistics or in teaching English as a foreign language. (1) Chairman, English Language Training Division, American College for Girls, Istanbul, at junior high to pre-college levels; 2 single women for pre-preparatory school level; and 1 single woman at junior high level, (2) 4 instructors at freshman and sophomore levels at American University, Beirut.; (3) Assistant instructor at 9th and 12th grade levels at International College, Beirut; (4) Man to teach 10th grade English at Robert Academy, Istanbul; (5) 2 instructors or assistant professors, English Language Division, Robert College, Istanbul. For details write S Elizabeth Ralston, Teacher Placement Secretary, Near East College Association, Inc., 548 Fifth Avenue, New York 36, N. Y.

University of Alberta

The University of Alberta, Edmonton, Alberta, Canada, is seeking person qualified in linguistics and German. Applicants should write Professor E Reinhold, Division of Germanic Languages and Linguistics.

Department of State

American Specialists Branch, Bureau of Educational and Cultural Affairs, Department of State, requests senior linguist for Tanganyika and junior linguist, with a knowledge of French, for the Cameroons. Both should be specialists in English. Interested persons should write the above office at Washington 25, D.C.

on linguistics, language problems, the English language, periodicals and bibliographies; b) methodology: works on teaching foreign languages in general and teaching English as a foreign language in particular, as well as audio-visual aids and testing; and c) textbooks: texts intended for schools, adults, special backgrounds and occupations, and a set of readers. Contains publishers' addresses.

Universities Announce Summer Offerings In Linguistics

Coverage Of Linguistics Is Well-Rounded

THE Reporter has received notice of linguistics programs with a wide range of courses to be offered during the summer of 1961. The Linguistic Institute, held under the auspices of the Linguistic Society of America and the University of Texas, is scheduled to begin June 19. The University of Michigan has announced a Summer Program in Linguistics which will begin June 22. Princeton University will be host to the Inter-University Program in Near Eastern Languages beginning June 19. Georgetown University will offer a varied program for specialists in languages and linguistics during the two sessions of the Summer School in 1961.

Institute at Texas

The Linguistic Institute at Texas has a full complement of courses covering general, historical, and comparative linguistics devoted to methodology and the relationship of language to culture. Intensive courses in Egyptian Arabic, Hindi, Japanese, Russian, Persian, Portuguese and English for foreigners complete the list of courses. Applicants should address themselves to Professor A. A. Hill, Box 7790 University Station, Austin 12, Texas. Participants specializing in critical languages are eligible to apply for NDEA Title VI Fellowships. Persons enrolling at both Michigan and Texas may apply directly to the American Council of Learned Societies, 345 East 46th Street, New York 17, New York, for study-aid grants. A limited number of Ford Foundation Fellowships are available for a program on the teaching of English as a second language.

Michigan's Program

Michigan will likewise offer courses in general, historical and comparative linguistics, language and culture, applied linguistics and methodology. Courses on the structure of Chinese, Japanese, Thai and Akkadian will be available. Interested persons should apply to Dean Ralph A. Sawyer, Horace H. Rackham School of Graduate Studies, University of Michigan, Ann Arbor, Michigan. As with Texas, fellowships are available for qualified applicants under NDEA, ACLS, and Ford Foundation auspices.

Five-University Program

The program at Princeton will offer intensive courses in elementary and advanced levels of Arabic, Persian, and

SCHEDULE OF MEETINGS

(February - June 1961)

March 23-25 Purdue	Conference on Language Laboratories
March 27-29 Chicago	Association for Asian Studies, Inc.
April 6-8 Washington, D.C.	Conference on College Composition and Communication
April 10-13 Columbus, Ohio	National Association of Foreign Student Advisers
April 14-15 New York City	Northeast Conference on the Teaching of Foreign Languages
April 22-23 Washington, D.C.	Georgetown University Annual Round Table Meeting
April 24-28 Miami	DAVI of NEA Convention on Audio-Visual Aids
April 27-29 Lexington	University of Kentucky Foreign Language Conference
May 6 New York City	Sixth Annual National Conference on Linguistics of the Linguistic Circle of New York
May 5-6 Grand Forks	Linguistic Circle of Manitoba and North Dakota Annual Meeting
June 14-16 Montreal	Canadian Linguistics Association Annual Meeting

Turkish. There will be an introductory course in linguistics and two seminars in Arabic linguistics (syntax and dialectology). Qualified students may apply for Inter-University fellowships and for fellowships under the National Defense Education Act. Inquiries should be addressed to Professor Lewis V. Thomas, Department of Oriental Studies, Firestone Library, Princeton University, Princeton, New Jersey.

Georgetown University

During its first session, June 15 to July 25, the Institute of Languages and Linguistics of Georgetown University will offer elementary or intermediate intensive and semi-intensive language courses and teacher training courses. Intensive courses will be offered in French, German, Portuguese, Russian and Spanish. Semi-intensive courses will be given in Arabic, Chinese, French, German, Italian, Russian and Spanish. In addition, intensive Pastoral Spanish or Portuguese and Advanced French, Russian and Spanish are offered.

The second session will begin July 27 and courses will be available in general

and structural linguistics, language and culture and in the methodology of foreign language teaching.

Teacher Training

The Latin Teacher Training Program, during the first session, will cover the oral and structural approach to Latin teaching. The University will be host to an NDEA institute for Franco-American elementary and secondary teachers of French from June 22 to August 10. From June 26 to August 4 the Institute of Languages and Linguistics will sponsor a Program for Teachers of English as a Foreign Language.

During both sessions related area courses are to be offered including a Russian Area Studies Program, scheduled for the second session. Interested persons should write the Director of the Summer School, Georgetown University, 36th and N Streets, N.W., Washington 7, D.C., for a catalogue and information.

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

More Language and Area Programs Are Offered U. S. Universities Continue To Enrich Curricula

THE University of Wisconsin has announced a graduate program for the M.A. in Indian Studies, requiring 18 credit hours in language and area courses. Interested persons should write Professor Henry C. Hart, Director, Indian Language and Area Center, University of Wisconsin, 550 State Street, Madison 3, Wisconsin. India is also spotlighted in a special summer program offered by the Department of Near Eastern Languages, University of California, Berkeley. Information may be obtained from the office of the Summer Program on India, Department of Near Eastern Languages at the Berkeley institution

African Studies

Since July 1960, Michigan State University has operated an African Language and Area Center. The teaching of African languages is a major function of the Center, and it also coordinates the development of curricula and research programs in cooperation with departments offering area courses. For additional information, one should write the Director, African Language and Area Center, Room 10-A, Wells Hall, Michigan State University, East Lansing, Michigan.

Classical Studies

The Chairman of the Department of Classical Studies, University of Michigan, Ann Arbor, recently announced a new Ph.D. program in Classical Studies. Greek and Latin, and Greek and Roman literature are the heart of the program. Students will also be offered Classical archaeology, history, papyrology, and linguistics.

Middle Eastern Studies

The University of California at Los Angeles announces a program for students of Middle Eastern areas and languages. The NDEA Language and Area Center for Near Eastern Studies, with an interdepartmental program, will provide

research and training facilities aiming at an integration of language instruction with those social sciences essential to understanding the Middle Eastern background. It is planned to offer a B.A. in Near Eastern Studies, an M.A. and a Ph.D. in Islamic Studies, and an M.A. and Ph.D. in Near Eastern Languages and Literatures. Provision is also made for specialization in history, political science and sociology with the Near East as a field of concentration.

Luso-Brazilian Center

It has been learned that the Luso-Brazilian Center of the University of Wisconsin is offering a program leading to M.A. and Ph.D. in Portuguese and Brazilian language and area studies. During the summer, the Luso-Brazilian Center will have summer offerings in Madison and at the University of Rio Grande do Sul, Porto Alegre, Brazil, both from June 12 through August 4. Prospective students are eligible for NDEA Title VI Fellowships. All inquiries should be addressed to Professor Alberto Machado da Rosa, Luso-Brazilian Center, 316 N. Mills Street, University of Wisconsin, Madison, Wisconsin.

Tenth Pacific Science Congress To Be Held in Hawaii

THE Tenth Pacific Science Congress will be held at the University of Hawaii August 21 to September 6, 1961. The organizer of the linguistics section will be Professor Isidore Dyen of Yale, who will also serve as convener for Malayo-Polynesian languages. Professor Joseph Greenberg of Columbia, will be convener for other Pacific languages. Information can be obtained from Harold J. Coolidge, Secretary-General, Pacific Science Association, National Academy of Sciences, 2101 Constitution Avenue, N.W., Washington 25, D.C.

Publications Available at the Center

Hindi Basic Reader.....	\$1.50
Hindi Basic Course (Units 1-18).....	\$3.50
Spoken French (Units 1-6).....	\$1.00
Spoken Persian (Units 1-5).....	\$1.50
Lessons in Contemporary Arabic (Lessons 1-8)	\$4.50
Problems of Americans in Mastering the Pronunciation of Egyptian Arabic, by Nancy Kennedy	\$1.00
Introducción a una comparación fonológica del español y del inglés, by Daniel N. Cárdenas..	\$1.25
Interim Bibliography on the Teaching of English to Speakers of Other Languages, by Sirarpi Ohannessian	\$.75

Illinois Offers Linguistics Graduate Program

Grants Available

THE University of Illinois has announced a graduate program in linguistics leading to the M.A. and Ph.D. in Descriptive or Historical Linguistics, Psycholinguistics and Experimental Phonetics. Assistantships and fellowships, including those under NDEA, Title VI, are available. For applications and details, one should write Professor Henry Kahane, Director, Program in Linguistics, University of Illinois, Urbana, Illinois.

UNESCO Courier Offered In Four Languages

THE UNESCO Courier is published monthly in English, French, Spanish and Russian and United States residents may order any edition from the UNESCO Publications Center, 801 Third Avenue, New York 22, New York.

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Cornell Reports Quechua Language Program

Four-Year Program is Supported by Rockefeller

By Donald F. Solá

A NEW research program, aimed at solving the language problems of the natives of the high Andes of South America, was established in November at Cornell University. It will focus on the problem of improving communications between the government agencies of Peru, Bolivia and Ecuador, where Spanish is the national language, and the more than five million Indians of the Andean highlands who speak only Quechua, the language of the ancient Inca empire.

Rockefeller Grant

A long-range project of training, field research and experimentation, the Quechua Language Program will be directed by Donald F. Solá, professor of linguistics at Cornell. The University has received a Rockefeller Foundation grant of \$155,000 to support the program for the next four years. With these funds, several Peruvians, and Bolivians will be brought to Cornell for graduate training in linguistics, anthropology, community development and educational research methods. As part of their training they will work with Professor Solá in developing materials and methods for a field experiment in fundamental education at Chinchero, an Indian community near Cuzco, the old Inca capital. The Chinchero experiment will begin in 1963. As part of the program's activities a course in Spoken Cuzco Quechua is being offered at Cornell.

First Phase in Peru

The first phase of the program will be restricted to Peru, where proposed field experiments will test the extent to which Quechua itself can be used for teaching in highland rural schools. Professor Solá is also interested in applying improved

See Cornell, 2, Col. 1

Besançon Has Automated Lexicography Project

Teacher Training is also an Important Function of this Center

By Raleigh Morgan, Jr.

DURING the course of a recent visit to France, this writer had the opportunity of visiting a very active center of applied linguistics in the heart of France at Besançon. In the very pleasant setting of a provincial university in the Franche-Comté, Professor B. Quemada energetically directs his Centre d'Etude du Vocabulaire Français and is laying plans for an expanded center of applied linguistics which will emphasize the training of language teachers and serve as an international center for research in language teaching methodology.

Laboratory

The heart of the program of the Centre d'Etude du Vocabulaire Français, Faculty of Letters and Human Sciences, is the Laboratory for Lexicological Analysis, founded in November 1957. The labora-

tory, completely equipped with specially built electronic computers, has undertaken several research projects for the purpose of adding systematically to existing documentation of the French literary vocabulary; it serves as a clearing house on the current status and needs of research in this field, as a depository of all unedited lexicological or lexicographic documents; and, above all, the laboratory project includes a General Card Index of the French vocabulary (Fichier Général du Vocabulaire Français) to meet the needs of present research in the broadest sense.

Exhaustive Inventory

M. Quemada expressed a desire for the collaboration of all interested specialists for the purpose of establishing procedures

See Besançon, 2, Col. 2



Site of Proposed Center of ARC-et-SENANS

CORNELL—from page 1

language teaching techniques developed in the United States to the task of teaching Spanish to the Quechuas.

The researchers will also test different alphabets for writing Quechua, since no alphabet has been accepted as official, to see which one might be most useful in teaching.

Professor Solá made a study of Quechua dialects in Peru and Bolivia last year under a Rockefeller Foundation grant, and personally chose the Latin Americans who will participate in the first part of the program.

Practical Aim

He feels that the fact that these persons will be trained on a project designed to solve a practical problem in their own countries may be the greatest contribution of the program. They will return to their own countries prepared to speak with government officials about ways of coping with the language problems and to train other Latin Americans as language technicians.

Three project members are already at Cornell: Antonio Cusihamán, a native of Chinchero, and agricultural specialist at the school there, Florian Luque, a literacy specialist from Cochabamba, Bolivia, and Dr. Alberto Escobar, professor of philology at San Marcos University, Lima. Two graduate students in general linguistics at Cornell, Yolanda Lastra and Gary Parker, are also participating in the program.

Applied Linguistics

Professor Solá hopes that as a result of the program a Peruvian Center for instruction and research in applied linguistics will be established which, staffed with teachers and technicians trained in the program, could serve the needs of all countries in which Quechua is spoken.

Also in the future he hopes to extend the program to cover Aymara, another Indian language spoken by about 1,500,000 Indians of Peru and Bolivia, and to experiment with ways of using this language and Quechua in fundamental education via mass media such as radio.

The establishment of the new Quechua Language Program extends the interest of Cornell in the Andes. The Peru-Cornell Project in Applied Science, a long-term program of anthropological research under Professor Allan R. Holmberg, has been under way for ten years.

BESANCON—from page 1

and norms for lexicographic inventory, oriented toward the establishment of "ideally" exhaustive repertoires in a variety of disciplines: literary history and aesthetics, history of civilization, of ideas, etc.: philosophy, psychology, sociology, etc.: the history of the sciences and of technology, machine translation, etc. The norms to be established should take into account the considerable possibilities offered by mecanographic and electronic machines and computers in the area of automatic indexing, sorting and classifying lexical material under an indefinite number of headings, the automatic reproduction of card indexes and the direct printing of repertoires.

Cooperative Research

In planning the capacity of the laboratory, M. Quemada pointed out that one took into consideration the need to be able to accept, on an exchange basis, the collaboration of several corresponding centers, both French and foreign. These centers might participate in definite phases of mecanographic operations (perforation, sorting), while the Besançon Center could handle operations requiring more complex equipment (automatic indexing, printing). Unpublished documents, especially lexicological *fiches-indexes*, would be reproduced and deposited in various corresponding research centers or institutes. The Laboratory is prepared to place its resources at the disposal of specialists engaged in lexicological research by means of documentation and dissemination. Specific tasks may be undertaken upon order. One such task is for the University of Buffalo and involves the indexing of 1,400,000 words from modern German.

Publications

Publications of the Center have appeared under the general series title of *Publications du Centre d'Etude du Vocabulaire Français*, which includes the *Matériaux pour l'Histoire du Vocabulaire Français*, a dictionary which lists new chronological attestations for the French vocabulary. The Laboratory also publishes the periodical *Les Cahiers de Lexicologie*, an organ of methodology and of research, and the *Bulletin d'Information*, which serves as a liaison organ between specialists in the field and the Laboratory.

Training Program

Another important activity is the pro-

gram in language teaching and teacher training. This activity, while an integral part of the program during the regular school year, is one of the key programs during the summer when teachers from various European countries and sometimes the United States are in attendance.

During the past summer, the Besançon Center serviced approximately a thousand language teachers, who were taught by an international staff which included representatives of the Ecole Normale Supérieure de St. Cloud, the Bureau d'Etude et de Liaison pour l'Enseignement du Français and the School of Applied Linguistics at Edinburgh. Language laboratory facilities of the University have been expanded under the direction of M. Pierré Léon, formerly an exchange lecturer at Ohio State University.

Arc-et-Senans

M. Quemada announced plans of developing his applied linguistics program even further by the establishment of a special international Center of Applied Linguistics at Arc-et-Senans, a town about thirty kilometers from Besançon in view of the Jura Mountains. In a well-preserved complex of eighteenth century buildings, originally built as a salt factory but never used, an international Center, housing students from many countries and with a cluster of Centers sponsored by individual countries, is planned. Each national Center would have its own training and research program and participate in activities of common international interest.

The location of Arc-et-Senans is particularly fortunate. It is sufficiently off the main road to allow for a quiet atmosphere of study and yet has natural resources for recreational activities of all sorts, including hiking and skiing in the nearby Jura mountains. Trains connect Besançon and Arc-et-Senans with the main rail line passing through Dijon, with transportation to Paris and all parts of Europe.

Persons or organizations interested in the programs and publications of the Centre d'Etude du Vocabulaire Français, should address Professor B. Quemada, Faculté des Lettres et Sciences Humaines de Besançon, 30, rue Mégevand, Besançon (Doubs), France.

World Language Survey Nears Completion

Center Supervises International Project on Language Needs

By Felicia E. Harben

AT THE beginning of 1960, the Center for Applied Linguistics, with a grant from the Ford Foundation, undertook a survey of second language teaching, especially the teaching of English and French in those areas of the world where a second language is an important factor in national development. The survey, now nearing completion, was undertaken in consultation with and the active participation of various individuals and organizations. The work of the past year pointed up time and time again the new awareness and appreciation of the importance of second language teaching.

International Cooperation

The survey was designed to pool the knowledge and experience of those concerned with second language teaching on a world-wide basis. As such it was carried out with genuine cooperation, not only in the collection of information, but in planning and in the actual preparation of survey reports. A small group with representation from the United States, the United Kingdom, France, Australia and Japan met in London, England, in January and again in December of 1960 to give guidance to the survey. The collection of information and preparation of reports was allocated to centers in Washington (Center for Applied Linguistics), London (with British Council cooperation), Paris (Bureau d'Etude et de Liaison pour l'Enseignement du Français dans le Monde), Sydney (Australian Commonwealth Office of Education), and Tokyo (English Language Exploratory Committee).

Those concerned with the work of the survey at these centers, in addition to drawing on the knowledge of their own country's expertise, also exchanged information with the other individuals working on the survey. The Center for Applied Linguistics assumed the responsibility for the over-all coordination of effort and the preparation and editing of final reports.

Scope of the Survey

The reports prepared for the survey are of two basic kinds: country reports and resource reports.

Individual reports have been prepared for countries in Asia, Africa, and Latin America, which generally include a description of the language situation, infor-

See WLS, 8, Col. 1

SURVEY OF EDUCATED ENGLISH USAGE

Major Research Project Undertaken in London

By Randolph Quirk

[Professor Randolph Quirk, working with a small team at University College, London, has recently undertaken a major research project, the Survey of Educated English Usage. The project at present is planned for about 10 years, and financing has been obtained for about half of that. A fairly full account of the Survey's procedures and background is appearing in *Transactions of the Philological Society 1960* (London). Professor Quirk welcomes the cooperation of linguists all over the world in this important project. The following paragraphs have been extracted from his notes on the Survey issued in mimeographed form March 1961.]

DESPITE some 300 years of continuous study, the grammar of English has never been described with anything like scientific and systematic accuracy, cogency, and completeness. By contrast, the lexicon of English has been magnificently treated in the volumes of the *New English Dictionary* which, as a descriptive register of forms and meanings, has become the natural primary source for modern 'practical' dictionaries of the language. In an analogous way, a full description of the actual educated English usage, spoken and written, would constitute precisely the DESCRIPTIVE REGISTER that is needed as the basis for realistic handbooks on the *grammar* of English.

The major descriptions of English hitherto (by Sweet, Matzner, Poutsma, Kruisinga, Jespersen, Curme, and others), however great their achievement in various respects, do not at all fulfill this need. They are incomplete, being based on inadequate material (and that almost exclusively *written* English), embodying a historical approach, with a historical bias in explanation, and making little or no attempt to expose a systematic, synchronic grammar for the language. Moreover,

although in recent years individual monographs and studies of much more suitable quality have appeared, the sets of data so presented suffer from the natural defect of being mutually incommensurable and therefore by no means fully exploitable by those who wish to incorporate such modern data in practical grammars for teaching purposes.

The SURVEY seeks to remedy this need by submitting carefully selected specimens of continuous English, spoken and written, to a thorough analysis, distinguishing between the several different strata of usage, and establishing the major patterns and norms of usage in the various strata. Very fully, information will at the same time emerge about the permitted variants and their stylistic significance, and, through the plotting of variables, about the precise linguistic conditions which tend to prompt or even demand a given variant. It is hoped ultimately to embrace the educated usage of the English-speaking world, so that clear and objective statements can at last be made (in particular) on the relationship between the two great 'standards', British and American, a subject which for the most part is still bedevilled by the exaggeration in popular writings of the differences between the two branches of English.

The material collected and classified in the Survey, together with the statements and commentary upon the material, will constitute the Descriptive Register which was mentioned in the first paragraph and upon which authoritative and objective teaching-grammars and other handbooks

See London, 7, Col. 1

THE LINGUISTIC REPORTER

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

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

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LINGUISTS WANTED

With the February issue of the *Reporter* we inaugurated a regular column "Linguistics Wanted" which listed job opportunities in the field of applied linguistics. Brief announcements of the nature of the positions were given along with the name and address of the person or institution concerned. Positions will continue to be listed in this column if there is a definite requirement or preference for substantial training in linguistics.

FSI Needs Linguists Still

The Foreign Service Institute is interested in receiving applications for positions from linguists, particularly those with backgrounds in South Slavic languages, Southeast Asian languages, Japanese, French, or Spanish. For further information, contact the School of Languages, Foreign Service Institute, Department of State, Washington 25, D. C.

Civil Service Position For Language Instructor

The Civil Service Commission announces, on behalf of the Board of U. S. Civil Service Examiners, Air Force and Army, San Antonio, Texas, examinations for the position Training Instructor (Language).

The positions (GS-7, 9 and 11) to be filled are those of classroom instructors for teaching English to foreign officers and enlisted men, preparing for flying training and/or jet mechanic training. Some positions require the ability to develop and revise syllabi and other course material and to train foreign nationals as teachers of English as a second language. In addition to specified general and specialized experience, instructors must have native fluency in English.

Interested persons should request application forms at any post office or from Executive Secretary, Board of U. S. Civil Service Examiners, Air Force and Army, Sixth Floor, Federal Building, San Antonio, Texas.

Spanish Teaching in Mexico

The Institute of Intercultural Communications of Fordham University, New York 58, New York, is looking for a young but experienced linguist to teach intensive courses in Spanish at Cuernavaca, Mexico, to North Americans and Canadians, most of whom are to be prepared for work in connection with the Catholic Church. The linguist would have to be experienced in modern applied linguistic methodology, particularly in relation to Spanish teaching, and should preferably have some knowledge of French. A man who is a native speaker of Spanish would be given preference. He should also be an able administrator, and have a

SCHEDULE OF MEETINGS

(April - August 1961)

April 6-8
Washington, D. C.

April 10-13
Columbus, Ohio

April 14-15
New York City

April 21-22
Washington, D. C.

April 24-28
Miami

April 27-29
Lexington

May 6
New York City

May 5-6
Grand Forks

June 14-16
Montreal

July 28-29
Austin, Texas

Conference on College Composition
and Communication

National Association of Foreign
Student Advisers

Northeast Conference on the Teaching
of Foreign Languages

Georgetown University Annual Round
Table Meeting

DAVI of NEA Convention on Audio-Visual
Aids

University of Kentucky Foreign Language
Conference

Sixth Annual National Conference on
Linguistics of the Linguistic Circle
of New York

Linguistic Circle of Manitoba and
North Dakota Annual Meeting

Canadian Linguistics Association
Annual Meeting

Linguistic Society of America Summer
Meeting

profound desire to teach and enjoy teaching. Applicants should be willing to spend several years in this position; salary will depend on qualifications. For further information write to Monsignor Ivan D. Illich at the Institute of Intercultural Communications.

Spanish Teachers Are Sought For Arizona

The Verde Valley School of Sedona, Arizona, an independent, college-preparatory institution, would like to secure for the fall of 1961 a teacher of Spanish and a person who could teach both Spanish and English. It is hoped that the prospective teachers would be in basic agreement with the anthropologically oriented program and philosophy of the school: to further the understanding of peoples whose ethnic, racial, and religious backgrounds differ from ours, toward which end all new pupils are enrolled in a one-year course in anthropology. Experienced teachers with excellent Spanish accents should contact the director of the school, Mr. Hamilton Warren.

Penn and Lincoln Need TESL for Summer

The Institute of Humanistic Studies for Executives, University of Pennsylvania, announces a five week orientation course for Africans this summer in cooperation with Lincoln University. Since language proficiency will be a central problem, the University is seeking teachers of English as a second language for the Institute staff. There is a possibility of free room

for four weeks at the University in Philadelphia, followed by one week at Lincoln University.

Interested individuals should write W. Rex Crawford, Director, Institute of Humanistic Studies for Executives, District Hall, University of Pennsylvania, Philadelphia 4.

SAIS Announces Middle East Studies Center

THE School of Advanced International Studies of the Johns Hopkins University announces that an NDEA center for Middle East Studies has been established at the School. Its program provides training and research in the languages and institutions of the Middle East required for M.A. and Ph.D. degrees in international relations, with emphasis on contemporary political and economic problems. The language program, covering modern literary Arabic and various colloquials, is intended to provide an integrated part in training candidates to understand the social and historic backgrounds of the Middle East as well as its modern trends.

A language laboratory has been installed in the School to provide modern linguistic facilities. Moreover, a course in "Cultural Patterns of the Middle East" has been added which includes, besides its regular activities, special lectures by well-known guest professors from other institutions.

BOOK NOTICES

Review Exercises for English as a Foreign Language by Robert L. and Virginia F. Allen. New York: Thomas Y. Crowell Company, 1961 [x] + 149 pp.

This book is designed for students who have "covered" much of English grammar without having "mastered" it. The exercises are based on materials appearing in *Graded English*, an intensive course prepared in 1958 by the authors for employees for the Caltex Pacific Oil Company in Rumbai, Indonesia.

The book is divided into two parts. Part I, constituting the larger section, consists of exercises for oral and written practice to be taken in varied order to answer difficulties of particular classes. The table of contents provides a guide to the types of skill the exercises are designed to give further practice in, such as question tags, use of pronouns; comparative and superlative forms, verb forms, participles, etc. Part II consists of vocabulary exercises in which sentences with blank spaces (indicating number of letters in the necessary word) are studied before the list which provides the items to fill the blanks. Introduction provides instructions in the use of the book. There is a key to the exercises.

Guide and Workbook in English Syntax by Harold V King. Ann Arbor, Michigan: Ann Arbor Publishers, 1961. [iii] + 42 pp.

This guide and workbook on English syntax appears to be designed for intermediate students. It covers the basic elements of syntax, substantive expressions, internal structure of predicates, verb phrases, parts of speech, constructions and sentences. Each section begins with an explanation which is based on theories of modern structural linguistics, but which also draws on the terminology and concepts of traditional grammar. The exercises that follow each set of explanations are to be worked out in the book itself, examples having been provided as models for each set. They include such exercises as determining the immediate constituents of sentences; the internal structure (form) and function of expressions; the subject, direct object, etc. in given sentences and many others.

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

REPORTER INTRODUCES MORE LINGUISTIC CLUBS

Growing Interest in Field Reflected by New Organizations

By Nora M. Walker

THE increasing awareness of and interest in the field of pure and applied linguistics is dramatically illustrated by the growing number of linguistics organizations which have sprung up in the United States and Canada. In the August 1960 issue of the *Reporter* there was a report on such organizations as: Linguistic Society of America, Linguistic Circle of New York, Washington (DC) Linguistic Club, Canadian Linguistic Association, Minnesota Group For Linguistics, Student Linguistic Society of the University of Washington, Michigan Linguistic Society, and the Linguistic Circle of Columbus. This issue of the *Reporter* includes a further report of more of these linguistics groups, running the gamut from one of the oldest such clubs whose history dates back to the early '30s to one of the newest, organized in December 1960. Linguistic organizations abroad are many and the Center plans to report on them in detail in a forthcoming issue of the *Reporter*.

Yale Linguistic Club

The Yale Linguistic Club is one of the oldest organizations of its kind in the country, having started early in the 1930's. It is a completely informal group without regularly enrolled members, without officers, and without dues. It is run by a member of the Department of Linguistics, passing from one member to another from time to time. Warren Cowgill, Assistant Professor of Indo-European Linguistics, administers the club this year. His functions include securing speakers, introducing them, and conducting discussion afterwards.

The meetings are attended by faculty and students, varying in number from a few dozen to as many as a hundred, depending upon the topic and weather. People often come from as far away as Hartford and New York to attend meetings of the club. Once a month on Monday, meetings are called at which one paper is read by a local or out-of-town linguist. After the presentation of the paper, discussion is encouraged. The meeting is followed by informal conversation over refreshments. Traditionally, the beer and pretzels, served by second-year graduate students, are provided from Department funds.

Linguistic Club of Puerto Rico

The Linguistic Club of Puerto Rico was founded in 1956 under the leadership of Professor Morgan Jones, Dr. Joseph Kavetsky, and Dr. Hans Wolff all at that time at the University of Puerto Rico.

Regular members of the Club are professors from the University of Puerto Rico, the Inter-American University of Puerto Rico, the Catholic University of Ponce, the Puerto Rico Junior College, supervisors of English from the State Department of Education, teachers of English, and all persons in the area interested in linguistics.

Papers read at various meetings last year were: "Factors Affecting Intelligibility" by Dr. Hans Wolff, "The Spoken Language of Children in Puerto Rico" (El habla infantil en Puerto Rico) by Professor Gili Gaya, and "Chomsky and Structural Linguistics" by Dr. Ralph Long. Other speakers were Dr. Rubén del Rosario, Mr. Adrian Hull, Professor Morgan Jones, Dr. Joseph Kavetsky, and Mr. Ralph Robinett.

Linguistic Colloquy — Kansas

The University of Kansas has a Linguistic Colloquy which, though not a formal linguistic society, holds public meetings every third week while the University is in session.

The Colloquy was instituted under the sponsorship of the Linguistics Committee at the University, but it has no officers and no official membership roster. However, it does have a mailing list of thirty-five staff members and meetings are also open to students. One of the papers presented this past year was by J. Neale Carman, Chairman of the Romance Language Department, entitled "Some Traces of German Speech Habits in the English Speech of Persons of German Descent in Kansas."

University of California—Los Angeles

The linguistic group of the University of California in Los Angeles was founded in 1956. Its affairs are managed by a program committee made up of Dr. Harry Hoijer, Department of Anthropology; Dr. Robert P. Stockwell, Department of English; and Dr. William Bull, Department of Spanish. Meetings are held seven times per year, three meetings in the fall semester and four in the spring semester in the homes of the committee members. Correspondence should be addressed to any of the committee members at the appropriate department, University of California, Los Angeles 24, California.

University of California—Berkeley

The University of California at Berkeley has a faculty linguistics group which was organized in 1941. This group meets eight times a year and its dues for mem-

See Clubs, 6, Col. 1

CLUBS—*from page 5*

bership are \$4.00 per annum. Its one officer, the Secretary, is Mr. G. M. Schramm. Correspondence may be addressed to him care of the Department of Near Eastern Languages, University of California, Berkeley 4, California.

The Linguistics Club — University of Illinois

The Linguistics Club of the University of Illinois, organized in 1957, sponsors an evening seminar once a month composed of a lecture and social hour and a weekly seminar during the first semester.

Although the Club has no formal organizational structure, it has drawn a steadily increasing number of active participants into its activities which seems to indicate a rise of interest in linguistics at the University of Illinois.

Speakers for the evening lectures come from within the University and beyond. The weekly seminar is presented by a graduate student or a professor at the University. Topics such as "Folkloristic Copulative Compounds in Sanskrit", "Problems of Measurement in Communication", "The Weakness of the Phonemic Approach", and "An International Language for Aviation" were presented during the past year.

Linguistic Circle of Manitoba and North Dakota

The Linguistic Circle of Manitoba and North Dakota held its organizational meeting in Winnipeg on March 30, 1959. Its enrolled membership is approximately 75. The Circle meets in November at Winnipeg, Canada, and at Grand Forks, North Dakota in May. It distributes proceedings of these conferences to a wide mailing list. Requests for the Bulletin may be addressed to the editor, Enid G. Goldstine, at the University of Manitoba.

Chicago Linguistic Society

The Chicago Linguistic Society as part of the Department of Anthropology of the University of Chicago has held about eighty monthly meetings. While the Society is not otherwise formally structured, its activities are coordinated by two consultants, Eric P. Hamp and Robert C. Hunt, Jr. Its usual program is the presentation of two linguistic papers at each meeting. Faculty, students and other interested persons in the Chicago area are encouraged to attend the meetings.

Linguistics Discussion Group — Princeton

One of the newest groups to be formed is the Linguistics Discussion Group which first met at Princeton University on December 14, 1960. It is intended that the

See Clubs, 7, Col. 2

University of Wales is Host to Bilingual Seminar International Group is Convened by UNESCO Commission

By Glyn Lewis

A NUMBER of educationists—teachers in schools and universities as well as administrators—met at Aberystwyth, Wales, August 20 to September 2, 1960, to confer about aspects of bilingualism in education. Twenty countries were represented by a total of approximately forty experts nominated by their respective countries. Among the countries represented were Czechoslovakia, Ireland, Finland, France, Italy, Luxembourg, Netherlands, Norway, Scotland, Sweden, Switzerland, Wales, Yugoslavia, and the USSR in Europe; Ghana, Nigeria, Kenya and the Union of South Africa from the African continent; Israel, Malaya and Canada. There were observers from among other institutions: the British Council, the British Broadcasting Corporation; UNESCO was represented by H. Legrand who took the place of Dr. Felix Walter who died only a few days before the Seminar opened. The official language of the conference was English but in the plenary sessions and in meetings of the working parties a considerable amount of Russian and French was heard.

UNESCO and Aberystwyth

The Seminar was organized by a joint committee of the United Kingdom Commission for UNESCO (the Ministry of Education, London) and the University of Wales (more particularly one of the Constituent Colleges of the University, situated at Aberystwyth). Its convening at Aberystwyth was especially appropriate since some of the earliest investigations into this problem were undertaken by Saer, and Smith and later by Hughes. The preparation of the working papers, the planning of the academic activities of the conference and the preparation of the Report were left to Glyn Lewis, Staff Inspector of the Ministry of Education. The working papers formed the basis of the work of the Seminar. They were—"The Present Situation", "Some Factors Conducive to Bilingualism", "The Consequences of Bilingualism", "Methods of Teaching", "Teachers, Books and aids to teaching", and "Research".

Survey of Problem

A comprehensive questionnaire was also prepared and distributed beforehand to participating countries in which the following information was requested: figures of the size of linguistic groups in the countries and the status of the languages in administration and education; information regarding the place of the languages at various stages of the educa-

tion of children as subjects and as media of instruction, as well as their place in the system of examinations; the age of introduction of the second and later languages; information regarding the psychological and linguistic consequences of bilingualism observed in the respective countries, as well as the effect of bilingualism upon the attainment of pupils in both languages and in other subjects. Information was received from most of the countries who sent representatives and from some who were not represented, especially the United States. The Director of the Seminar was Mr. Lionel Elvin, Director of the Institute of Education, University of London and formerly Director of the Education Section of UNESCO. The social and domestic arrangements were in the hands of Dr. J. L. Williams, now Professor of Education at Aberystwyth College. Official receptions were given by Her Majesty's Government in Great Britain and by the Vice-Chancellor, University of Wales.

Addresses

The Seminar opened with an Inaugural address by the Vice-Chancellor of the University of Natal, Professor Malherbe, who spoke generally and inspiringly under the title "The Meaning of Bilingualism". Other addresses were delivered by Dr. Serdyuchenko, Moscow Institute of Asian Peoples—"The Linguistic Aspects of Bilingualism"; Dr. Nasheim, Oslo University—"Social and Cultural Aspects of Bilingualism"; Professor W. E. Lambert, McGill University—"Psychological Aspects of Bilingualism". Mr. Glyn Lewis spoke on "Language in Education" and delivered the final address on "Bilingualism—A Universal Problem". In addition, short papers were delivered as opening talks to general discussion upon, for instance, "Methods of Teaching", "The Training of Teachers" and "Research". Professor Mackey, Laval University, Quebec, also spoke on the relationship of General Linguistics to the study of bilingualism and to the teaching of languages.

Working Party

The Conference was divided into two types of Working Party, each member of the Seminar belonging to one group in each of the two divisions: the first type consisted of three discussion groups for the more intimate consideration of the points made in the main addresses and the shorter talks. These discussion groups

See Wales, 7, Col. 2

LONDON—from page 3

(which must obviously vary according to their purposes) may at last be based.

The 'specimens of continuous English' mentioned above will be selected to represent as fairly as possible and as copiously as practicable the co-existing varieties of educated English. A single continuous specimen or 'text' will normally amount to about 5000 words, and it is envisaged collecting on slips something over 200 texts for British English alone. The texts will be taken, in what seems suitable proportions, from unscripted speech; novels; plays; poetry; criticism and other non-fictional prose; psychology and social sciences; philosophy; physics and other physical sciences; biological sciences; law; politics; religion; useful arts (such as cookery); newspapers; etc.

The slips thus enshrining the grammar of over a million running words will constitute the *Primary Material*, whose function will be to provide sufficient data on high-frequency features and most constructional norms. For low-frequency features and constructional variants, *Supplementary Material* will be collected as required and slips made out accordingly. Use will also be made of tests for informant-reaction and of techniques for eliciting the required features.

The three principal characteristics of the Survey as the basis for a Descriptive Register for English are as follows:

1) The Primary Material will be *all* the grammatical data in selected continuous stretches of actual recorded (spoken and written) English.

2) The Survey attempts to embrace the whole range of educated English usage, from learned and technical writing to the most spontaneous colloquial English. Special attention will be paid to the usage of natural speech.

3) The Survey is concerned only with Present-Day English, again avoiding the eclecticism of many existing descriptions which present examples from Swift and Shaw side by side. For our purposes, 'Present-Day' will be taken to mean 'since 1950'.

The products which the Survey will make possible will be:

(a) a unique, permanent and copious collection of classified files of material on English grammar and usage (the Descriptive Register);

(b) a published description of English grammar based on the Descriptive Register, providing full discussion of variants, together with the linguistic and other circumstances in which they function;

(c) various types of study having a sound basis for material in the Descriptive Register or in the published description, such as structural analyses, studies

in stylistics, and — above all — teaching manuals for both English as a foreign language and for English as a discipline in schools, training colleges and universities of the English-speaking countries.

WALES—from page 6

ranged widely and each of the three groups frequently took up the same points and pursued them differently. The second type of Working Party again consisted of three groups, but each was given a specific subject to consider and to report upon—"Social and Psychological Aspects of Bilingualism", "Pedagogy, and the Supply of Teachers and Materials", and "Linguistic Aspects, and Research".

Universal Implications

The Seminar, the first to be held since 1928 dealing with the problem of bilingualism in its universal implications, could hardly come to many hard and fast conclusions—the circumstances varied from country to country and the information available was insufficient to enable the Seminar to make recommendations with any degree of confidence. It is clear that one of the greatest obstacles to the investigation of problems relating to bilingualism in education is the lack of trained and expert research workers. The Conference thought it necessary to stress the need to set up, wherever possible, teams of such workers who should include those who are concerned with the psychology of child development, the sociology of education, general linguistics or applied linguistics, and practicing teachers.

Gather Information

Moreover, it was suggested that UNESCO should be requested to act in the following manner—it should set out to gather information, statistical especially, but including also information about such questions as educational policy as it affects bilingualism; the preparation of a comprehensive bibliography giving full scope for contributions from all the countries involved in order to provide the basis for a satisfactory comparative study; the establishment of a "standing committee on bilingualism" to enable such activities as the above to be kept going, and to enable research workers to have immediate points of contact in as many parts of the world as possible. The experience of meeting so many professional workers interested in diverse aspects of the same problem, in a pleasant setting, was enriched by visits into the mountains of Wales, and into some of the remarkable houses of the neighbourhood, one of them "Gregynog", the center of the remarkable private press of that name, and the home of a remarkable treasury of contemporary painting.

Georgetown University Offers Ph.D. in Linguistics and Languages

Georgetown University announces a new program leading to the Ph.D. in Linguistics and Languages with majors in (1) Theoretical Linguistics, (2) Linguistics Applied to English as a Second Language, and (3) Foreign Languages, starting September 1961.

Foreign Language concentrations are offered in French, German, Russian and Spanish Arabic, Chinese, Japanese, Italian, and Portuguese will be added later.

Careers

The Ph D. program is designed to train personnel in these three fields for universities in the United States and for key positions in programs for teachers of English as a foreign language in the United States and abroad. Foreign language majors in this program will be equipped to serve abroad in English as a second language on leave from university positions.

A limited number of three-year fellowships covering tuition and maintenance will be awarded annually. Application for admission and for fellowships must be made to the Graduate School, Georgetown University, Washington 7, D.C.

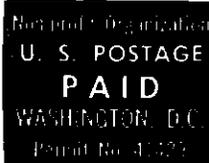
CLUBS—from page 6

Group will meet once a month during the academic year with a program of local and guest speakers for the meetings. The speaker at the first meeting was Professor Uriel Weinreich of Columbia University.

In addition to the organizations listed above there is a students' linguistic club at Harvard University; a linguistic club was organized in Detroit in 1958; the Cornell Linguistic Club, open to all interested, meets bi-weekly throughout the school year, and Louisiana State University has a Philological Club in which Ph.D. candidates in linguistics are enrolled.

Roster of Linguists

The initial response to the Center's questionnaires for the new Roster of Linguists has been very encouraging. However, we would still like to include in our Roster as many specialists as possible in linguistics, foreign language teaching, the teaching of English as a foreign language, and speech, and all returned questionnaires will be welcome. If you have not received a questionnaire form or would like to have some more, please address your request to Center for Applied Linguistics, 1346 Connecticut Ave., N.W., Washington 6, D.C.



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mation on the educational system and language teaching in the educational system, as well as any other second language teaching and teacher training activities, including those by foreign groups. In addition, a few reports cover areas, e.g. Latin America, French-speaking Africa and English-speaking Africa.

The resource reports, covering countries such as the United States, the United Kingdom, France, Australia and Canada, describe university, government agency, and private organization programs in linguistics and second language teaching both at home and overseas.

Availability of Information

These various reports have already proven useful as reference material and as the basis for the preparation of special papers.

In the United States, at present survey information is available for consultation in the files of the Center for Applied Linguistics. After the survey is completed, it is hoped to make the information more generally available.

Publications Available at the Center

Hindi Basic Reader.....	\$1.50
Hindi Basic Course (Units 1-18) .	\$3.50
Spoken French (Units 1-6).....	\$1.00
Spoken Persian (Units 1-5).....	\$1.50
Lessons in Contemporary Arabic Lessons (1-8)	\$4.50
Problems of Americans in Mastering the Pronunciation of Egyptian Arabic, by Nancy Kennedy	\$1.00
Introducción a una comparación fonológica del español y del inglés, by Daniel N. Cárdenas	\$1.25
Interim Bibliography on the Teaching of English to Speakers of Other Languages, by Sirarpi Ohannessian	\$.75

NCTE Issues Statement on English as Second Language Emphasizes TESL Role in the National Interest

The National Council of Teachers of English recently published a statement entitled "The National Interest and the Teaching of English as a Second Language". The pamphlet, a supplement to the 140-page report the *National Interest and the Teaching of English*, emphasizes the fact that national interest demands that the United States exercise leadership in this important area and proceeds to give important facts about the teaching of English as a second language in this country and abroad. The statement closes by bringing into relief the need for national support and leadership.

Members of the NCTE committee, which prepared the report, include H. B. Allen, G. H. Henry, J. N. Hook, A. H. Marckwardt, R. A. Meade, J. Mersand, E. E. Slaughter, G. W. Stone, Jr., Ruth G. Strickland and J. R. Squire, chairman. Cooperating in the preparation of the statement were G. Dykstra, C. A. Ferguson and Felicia E. Harben.

Copies of this pamphlet may be obtained from: The National Council of Teachers of English, 508 South Sixth Street, Champaign, Illinois.

NDEA Offers Institute for Chinese and Russian

A new NDEA Summer Institute has just been announced for high school teachers of Chinese and Russian at San Francisco State College. Sixty-four teachers of Russian and ten teachers of Chinese will be accepted for eight weeks of intensive study. Any teacher interested in beginning a class in Chinese (or Russian) next year should contact Dr. Joseph Axelrod, Director, San Francisco State College, 1600 Hollywood Avenue, San Francisco 27, California.

Linguists Work on Automatic Analysis of Texts

Various Projects Are Reported in Science

Recent research on the automatic analysis of texts, aimed at the mechanical translation of works in foreign languages, automatic compilation of indexes and abstracts, and other similar objectives, is reported in a recent issue of *Science*. Among the projects with the greatest linguistic interest is the attempt at the University of Pennsylvania to develop a program for automatic phrase-structure analysis, or parsing, of sentences, as a first step toward abstracting, indexing, and retrieval of information. At a later stage, computer programs may be developed for "transforming" sentences into simpler, more uniform "kernel" constructions (for example, passive constructions will be converted into simple, declarative statements).

MIT

A different type of project at MIT is interested in the construction of a "natural language" with rules so explicit that machines can be instructed to use it for information storage and retrieval. Machine translation proper is receiving much attention now in twelve countries, and many of the projects are concerned with syntactic analysis as an important step in the translation process. The technique of "predictive analysis," developed at the National Bureau of Standards and adopted also at Harvard, is achieving gratifying results in the syntactic analysis of English and Russian. Recently, however, machine translation has come to be considered primarily as one aspect of the larger field of automatic processing of natural language for a variety of purposes.

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Language Engineering Molds Indonesian Language

Active Intervention Brings Language and Cultural Change

By S. Takdir Alisjahbana

INDONESIA is spread out over an area of one sixth of the equator, consisting of approximately 10,000 islands, of which the largest are divided by huge mountain ranges; since time immemorial there have been spoken throughout Indonesia about 250 languages and dialects. So the development of the Indonesian national language during two decades as the official language of law, government, instruction from the primary school to the university, and as almost the only language of newspapers, magazines and books, is of paramount importance for Indonesia. This national language has become the strongest unifying factor in this most scattered country of the world, with a population of nearly 90 million. Not less important, however, is the fact, that it is through the medium of this language that the whole process of modernization takes place in Indonesia.

Modern Needs

But apart from this particular meaning for Indonesia, the development of the Indonesian language in two decades into a language adapted to modern needs and used in every walk of life represents one of the most fascinating aspects of linguistic and cultural development in modern times. The history of languages like English, French and German from their origins to their present state as means of communication in the modern world, has been the history of a gradual process, in which linguistic, psychological, social and cultural factors were blended during hundreds of years in a very intricate manner. This history is recapitulated by the Indonesian language in two decades. This rapid growth provides the linguist as well as the cultural anthropologist with a rich collection of living linguistic and cultural

See Indonesian, 2, Col. 1

FULBRIGHT ENGLISH TEACHERS COVER IRAN

Traveling Specialists Give Intensive In-Service Training

By Gertrude Nye Dorry

FOR the first time, the Fulbright program in Iran in 1959-60 included five American high school teachers of English. They came without any special training and were placed in four of the principal cities to work with the high school teachers of English, visiting their classes in the schools and holding sessions for them in out-of-school hours. For two reasons, the program was of limited effectiveness: the American teachers knew little or nothing about the teaching of English as a foreign language and the Iranian teachers, who usually hold several jobs to make a living, were unable to attend extra classes for a full school year.

Tailored Program

In 1960-61, we decided to tailor the program to avoid these difficulties. In the first place the five American teachers were sent to the University of Michigan for the summer course in the teaching of English as a foreign language before coming to Iran. Although three of them had previously taught abroad (two as Fulbrighters), they are unanimous in attesting that this training was invaluable

to them. Secondly, the program was so organized that the teachers, with the exception of one based in Tehran, would travel around the country spending from two to six weeks in different cities according to their size, carrying out in each place a fairly intensive program of in-service training for the Iranian teachers of English. The candidates were notified of the arrangement in advance and warned that it might be an extremely difficult assignment.

The Ministry of Education was so pleased with the proposed program that they offered the services of five Fulbright returnee English teachers as counterparts to the Americans. The cities visited were asked to provide living quarters for the teams and make advance arrangements for the classes. In each city, a demonstration practice class of sixth-grade boys is being held in connection with the training.

The teams were assembled in Tehran early in September for orientation and to conduct a model seminar for 86 Tehran teachers of English before starting their individual assignments. The Americans

See Iran, 6, Col. 3



HIS IMPERIAL MAJESTY the Shah of Iran awarded an Imperial Book Prize to Dr. Gertrude Nye Dorry March 21 at the Golestan palace at the Nowruz Saloam. Dr. Dorry won the prize, which included a royal citation and 80,000 rials (ca. \$1,000), for her series of textbooks in English for Iranian high school students. The series is entitled *Students, Speak English!* It was the first time in the eight years that the prizes have been given, that an Imperial Book Prize was awarded to a woman or to a foreigner.

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INDONESIAN—*from page 1*

material for the study of the modernization of language and culture. The most salient feature in this modernization of the Indonesian language is the place of conscious and purposeful human intervention in language growth.

Language Engineering

Academic linguistics focuses its investigation primarily on the accumulation and classification of objective data about languages and the objective description of their structure and process of growth. The development of languages like Indonesian, however, confronts the science of linguistics with quite different problems; it challenges the linguist to formulate standards of usefulness, of efficiency, of exactness, of simplicity of structure and other sorts of evaluative statements, which usually have no place in academic linguistics. In contrast to the development of the above-mentioned modern languages, such as English, the development of the Indonesian language is a *guided* development, during which conscious human initiative and decision, thus human evaluation, play a very important role. The linguist, who until now has been the powerless data collecting and classifying scholar, by accepting the task of guiding the development of a language becomes a *language engineer*, who has the task of changing, of molding, of directing an existing language into an "efficient" and "exact" language, able to function as the clear and unambiguous means of communication.

It is clear that modern linguistics as it is at present, is not sufficiently prepared for this broad, all-inclusive task. The following short survey of the most important decisions taken throughout the development of the Indonesian language in the last three decades shows us the problems which modern linguistics has

to face if it wants to contribute to the adjustment of languages to problems of modern times.

Principal Languages of Indonesia

At the beginning of the century the most important language in Indonesia was Dutch. It was not only the highly esteemed language of the colonial ruler, but it was also the language which gave Indonesians the opportunity to come in contact with progress and the achievements of modern life.

Among the 250 Malayo-Polynesian languages, the Malay language had an exceptional position, since it had been for more than 1000 years a *lingua franca* of Southeast Asia. This language was taught in primary school in nearly all the islands outside Java, representing a population of about 10 million. Beside Malay there were the larger languages of Java. The Javanese language, with the richest and most sophisticated literature in the whole archipelago, was spoken by about 35 million people. The Sundanese language was spoken by about 7 millions, while Madurese was used by about 3 million. The other languages had smaller coverage.

Language and Nationalism

The political situation in the first half of the century was characterized by the arousal of nationalism, aiming at freedom for the Indonesians from Dutch colonial rule. In the beginning this movement manifested itself in the growing demand for opportunity to learn the Dutch language, because, through the knowledge of this language, Indonesians hoped to arrive at the knowledge and skill necessary for the highest and best paid jobs in the colonial society. Later, however, the Indonesians shifted their interest from the Dutch language to the Malay language. The decisive historical event in this connection was the Indonesian Youth Con-

gress of October 28, 1928 in Djakarta, in which the Indonesian youth bound themselves by oath to one fatherland, one nation and one language, all three called Indonesia. The language which became the Indonesian language was Malay, because its use was the most widespread in the archipelago, compared with the other languages. That 35 million Javanese consciously accepted the abolishment of their rich language from the important sphere of political, economic and cultural life of the nation was a great sacrifice for the sake of national unity.

A second important step in the development of the Indonesian language was the publication of the magazine *Pudjangga Baru* in 1933, which struggled to create a new literary and cultural life in the Indonesian language.

From its inception to its suppression during the Japanese occupation, the magazine was the rallying point of modern literary and cultural activities which paralleled the political and social movement for freedom. It was the group of *Pudjangga Baru* writers which in 1937 held the first Indonesian language congress in Surakarta. The congress formulated the idea of the promotion of the language through the creation of a modern Indonesian scientific and technological terminology, a modern Indonesian grammar, a rational Indonesian spelling, an extensive Indonesian dictionary, and through the use of the language in representative institutions.

The most rapid development of the Indonesian language, however, took place during the Japanese occupation. The Japanese military authorities forbade the use of the Dutch language. Although their long-range aim was to substitute the Japanese language for the Dutch, their pressing need for using Indonesians for war purposes forced them to allow the Indonesians to develop their own language. The Japanese were even forced to learn this language in order to be able to communicate with them for their war purposes. In a short time books were written or translated for the Indonesian primary, secondary and high schools, because the Indonesian language became suddenly the only medium of instruction for these schools.

Toward Official Status

In 1942 a Committee for the development of the Indonesian language was established to provide schools and the Indonesian community with a uniform modern terminology and a modern grammar and to guide the development of the Indonesian vocabulary for everyday usage. It was also during the Japanese occupation that Indonesian professors began to use

See Indonesian, 4, Col. 1

Michigan Is Internationally Known For TESL

ELI Has Trained Thousands of Teachers and Students

By Sirarpi Ohannessian

THE University of Michigan at Ann Arbor has the most widely known and one of the most extensive programs in the United States both in teaching English as a foreign language and in the preparation of teachers and materials in this field. Through the work of its leading scholars and generations of graduates its influence has extended not only to many American institutions but far beyond the United States, so that Michigan has come to be regarded by many overseas as symbolizing American thinking and attitudes in this field. It is estimated that since 1941 some 1,650 American and foreign teachers have been trained at the university, and the grand total of foreign students having had instruction in English at the English Language Institute (ELI) is estimated to be over 9,500.

At present Dr. Albert H. Marckwardt is acting Director of the English Language Institute and in charge of all programs connected with English as a foreign language at Michigan.

M.A. in Teaching English as a Foreign Language

The program leading to an M.A. in Teaching English as a Foreign Language is offered by the English Department of the university in cooperation with the departments of Education, American Studies, Anthropology and others, as well as the linguistics program. During the current academic year thirty students are enrolled in the M.A. program. Of these six are U. S. citizens. Others come from Japan, Southeast Asia, South America and a few from Europe and the Middle East. Most students are on Ford Foundation and other grants through various projects of the university. The requirements, varying slightly for native and non-native speakers of English, include courses in linguistic science, modern English grammar, phonetics; various language and literature courses in English and American studies as well as methodology of teaching English as a second language. Electives are from American History, Anthropology, Sociology, Political Science, and the like.

The linguistics program at Michigan is interdepartmental. It offers undergraduate courses as well as those leading to an M.A. and Ph.D. in linguistics. It is estimated that up to 550 or possibly 600 linguists have been trained at the university so far. In the fall of 1960 there were six undergraduate students and thirty in each of the M.A. and Ph.D. divisions.

The English Language Institute

The Institute carries on three major activities. These are: the Intensive Course for foreign students; a non-degree teacher training program, and a testing and certification program.

The Intensive Course, which is normally of eight weeks' duration, is taken by students who will go on to undergraduate or graduate work at Michigan or other U.S. universities. There are six such intensive courses per calendar year, each containing some 80-120 students, so that the approximate number each year is 600.

The Intensive Course student spends five hours in class daily for five days a week, a fifth hour being spent in the language laboratory for practice each day. The primary emphasis of the teaching is on an oral command of the language. A half-time course for ELI students who have completed the Intensive Course, as well as a special semi-intensive course for regular university and ELI students, are also offered. A non-intensive course in the Division of Adult Education is offered to anyone enrolled at the university, or a near relative of such a person.

The Department of English offers courses in English Composition and in American Literature and Civilization designed for foreign students.

Teacher Training

A non-credit program is offered to foreign teachers of English at the Institute in sessions of six months' duration twice a year. This is carried on mainly under contract with the Department of Health, Education, and Welfare, and is designed to meet the needs of Fulbright and Smith-Mundt teachers coming to the United States for further training; it also includes people sponsored by other organizations such as ICA, IIE, church mission boards, and others. The two six-month sessions are mainly for foreign teachers and offer courses in the techniques of the linguistic approach in teaching English, the structure of English, American culture, English phonetics and phonemics, etc. Some practice teaching to fellow students is provided. The average number of teachers in such a course is 30-35. In addition to this there is a summer session intended mostly for Americans who are preparing to go overseas as Fulbright and Smith-Mundt grantees. These get linguistics and other courses and often instruction in the language of the country to which they in-

tend to go. Residence with foreign students is encouraged.

Students both in the M.A. and the non-credit programs have the benefit of systematic supervised observation of English lessons at the Institute through a closed circuit television system.

Testing System

The Institute has developed an overseas testing service to test the English proficiency of non-native speakers which is used not only for students coming to Michigan but is also available to other institutions. This service, mostly for admission, is given for about eighty schools at present. It consists of an objective test, a written composition and an oral-aural evaluation. The fee for the test and its administration is \$10.00 or its equivalent in local currency. Normally the time elapsed from the time of application and sending the results is an average of six weeks. In addition, the Institute, in cooperation with the United States Information Agency administers an Examination for the Certificate in Proficiency in English in local USIS centers throughout the world. The test is administered once a year.

Preparation of Materials

The University of Michigan has been an important center in the production of texts, materials on methodology in the teaching of English as a second language, and analytical studies of the English language. Materials produced at Michigan include works by Charles C. Fries, Robert Lado, Albert H. Marckwardt, Kenneth L. Pike, and others. *Language Learning*, a journal that has contributed much to the field, is also produced at Michigan by the Research Club in Language Learning in Ann Arbor.

Other Projects

Under contract with ICA, a Michigan team is currently in Thailand, Vietnam and Laos as part of the Southeast Asia Regional English Program engaged in the preparation of materials and teacher training.

The University also has projects involving the preparation of English teachers for Pakistan and Japan. The former is through a contract with the Ford Foundation and the University of Chicago, and the latter through the Asia and Ford Foundations, involving the training of personnel in the Japanese Defense Academy and the strengthening of English programs in twelve selected Japanese universities. ■

NDEA Institute Linguists Meet At FSI

Two-Day Orientation Filled With Lectures And Demonstrations

By Raleigh Morgan, Jr.

MAY 4 and 5, The Language Development Section, U.S. Office of Education, in cooperation with the School of Languages of the Foreign Service Institute sponsored an orientation program for linguists who will teach in the NDEA Academic-year and Summer Institutes. Approximately ninety-five persons participated in the two-day orientation which consisted of both lectures and demonstrations by the staff of the Foreign Service Institute.

Topics covered during the two-day session included linguistics and language teaching, linguistic analysis and the preparation of teaching materials, linguistic analysis in the classroom, introduction of writing systems in language courses, language and culture. Participants were also informed of FSI tests of language proficiency.

Revised Manual

Professor Simon Belasco, editor of the *Manual and Anthology for Applied Linguistics*, outlined the revised version and stated that clause and phrase structure would be incorporated into each individual language section. The idea is to point up the rationale behind pattern practice in addition to sketching the linguistic structure of the language. Linguistic terminology will be reduced to a minimum, according to Belasco. The team of linguists contributing to the revised version of the *Manual*, under the direction of Belasco, are Daniel Cárdenas (Spanish), Robert A. Hall, Jr. (Italian), Thomas Magner (Russian), James Marchand (German), and Albert Valdman (French). It was announced that the revised manual would be published by Henry Holt and Co., with one volume per structural sketch plus a second volume devoted to the anthology.

Participating linguists also heard addresses by the Deputy Under Secretary of State for Administration, the Dean and Associate Dean of the FSI School of Languages, the Chief of the Language Development Unit, Office of Education, and the Institute Specialist of that unit. ■

INDONESIAN—from page 2

the Indonesian language as the medium of instruction.

In the first Indonesian constitution of 1945, the Indonesian language was officially promulgated as the only official language of the country. The language was at that time already so "developed"

that it fulfilled all the functions of a modern language in the life of the Indonesian people.

The next step was the rationalization of the Indonesian orthography which took place in 1946. In 1947 a modern Indonesian grammar was published. In the same year there appeared *Pembina Bahasa Indonesia*, a magazine for the promotion of the development of the language. It goes without saying that during these twenty years of rapid development, changes took place in the Indonesian language, not only in vocabulary and usage, but also in the scope of subjects dealt with in the language. Especially after the war a tremendous amount of writing and publishing was done in the language in every subject.

Crucial Decisions

A cursory glance at these crucial decisions, taken throughout the development of the Indonesian language, shows us that these various decisions were not all of the same character. The oath of the Indonesian youth at the congress in 1928, the establishment of the Committee for the development of the Indonesian language in 1942, and the inclusion of the Indonesian language in the Indonesian constitution, were all political decisions. The publication of the literary and cultural magazine represents the cultural aspect of the promotion of the Indonesian language. The publication of the modern Indonesian grammar and a linguistic magazine, the modernization of the Indonesian orthography, as well as the coining of Indonesian scientific and technological terms were more linguistic in nature. In these various decisions, we see how the life of a language is inseparably intertwined with many other spheres of human life. No linguist can neglect these various complex interrelationships, if he wants to influence the development of a language.

Language and Culture

Take for example the coining of scientific and technological terms, which enables Indonesians to develop modern science and technology in their own language. The choice of words for the new terms confronts the linguist with tremendous problems, ranging from the cultural structure of the modern world and the tendencies within Indonesian culture to the detailed problems of the morphology of the Indonesian language. This close relationship between linguistic problems and cultural trends and tendencies in the creation of the Indonesian scientific and technological terminology manifested itself from the very beginning in the natural division of the members of the community into three groups. One group gave preference to terms deriving from

Sanskrit words, another group preferred words of Arabic origin, while a third group preferred words of Greco-Latin origin. These three groups clearly mirrored the cultural history of Indonesia. The group which preferred Sanskrit words in general represented the nationalist group in Indonesia, since the peak of greatness in Indonesian history is normally related to the Hindu speech in Indonesian history. It is clear that the preference for Arabic words came from a group which derived their cultural life from Islam and Arabic culture. The last group represented the modern, internationally oriented Indonesians whose ideal was an internationally uniform terminology for the whole world, which would promote cooperation between all scientists in the world.

Standardization

The determination of a modern Indonesian grammar faced other problems. In a country where the Indonesian language is not the mother tongue, one of the first concerns for the greatest part of the population was to arrive at a normative grammar, which would be utilized in learning the Indonesian language.

It was possible to write an Indonesian grammar based only on the usage of Malay. But even this Malay grammar already confronted us with various difficult problems because the written as well as the spoken Malay language is not everywhere the same. The writer of the grammar had to decide the usage of which area or which authors he wished to become the dominating usage in the official Indonesian language. This decision would have been simpler if he had to consider only the number of people involved in certain language usages in the Malay language. But since Malay is one of the Malayo-Polynesian languages and parallel usages may occur also in other related languages, he could not neglect the preferences of the other languages, since Malay in its new form as the Indonesian language would also be utilized by other groups than those who have Malay as their mother tongue. This problem became, however, even more complicated, because differences in usage do not only occur within the range of Malay or even Malayo-Polynesian languages. European languages and modern thought have for decades already penetrated into Malay and other Malayo-Polynesian languages; there are quite important differences between the language used by modern educated intellectuals and the language of the common man.

How were these differences to be considered? What should the grammarian's standard of evaluation be? It is quite clear that between the modern educated

See *Indonesian*, 4, Col. 1

BOOK NOTICES

New Book on American English

The Pronunciation of English in the Middle Atlantic States. Based upon the collections of the linguistic atlas of the eastern United States. By Hans Kurath and Raven I. McDavid, Jr. Ann Arbor, Mich.: Univ. of Mich. Press, 1961. xii + 182 + [182] pp. \$15.00

This book deals both with general problems of dialectal variation in American English, with especial attention to vowels occurring before *r*; and also with particular instances of competing pronunciations of words, for the most part involving different vowel sounds. The largest portion of the book consists of 180 maps illustrating the geographical spread of the variations under consideration. The main concern is with the speech of informants who can be considered cultured. There is a section of one-page charts, each of which displays in detail the pronunciations of the stressed vowels in sixty-six different words, as discovered in the linguistic atlas field records of speakers from seventy localities distributed over the Atlantic states.

French Publish New Journal For Teachers Review Aims at Teachers Of French Abroad

The Hachette and Larousse publishing companies recently placed on sale a new journal *Le Français dans le Monde*, devoted to questions of teaching French language and culture outside of France. The journal, published under the patronage of the Director General of Cultural and Technical Affairs of the Ministry of Foreign Affairs and others, will contain the results of research and surveys, informational material and pedagogical discussions.

Both the language and its cultural background are covered in the various sections and contributors include such well-known names as G. Gougenheim, Paul Rivenc, R.-L. Wagner, G. Michaud. Future issues will include articles by G. Capelle, P. Brodin, J. Darbelnet, P. Delattre, P. Léon, F. Marty, G. Mauger, B. Quemada, A. Sauvageot, and others.

The journal, appearing in eight annual numbers, may be ordered by writing 79, Boulevard Saint-Germain, Paris VI^e. Subscription price is 25 NF and each issue is priced at 3.50 NF. ■

COMMONWEALTH CONFERENCE REPORT COVERS TESL PROBLEMS

Makerere Meet Makes Recommendations

By Madge M. Claxton, British Council

THE Conference on the teaching of English as a second language in the British Commonwealth, which was held in Uganda in January 1961, was described in the February issue of the *Linguistic Reporter*. The Conference Report has now been published, and can be obtained from the Crown Agents Representative, 3100 Massachusetts Avenue N. W., Washington 8, D. C. (\$.70 postpaid).

The findings and recommendations of the Conference are reported under the following headings, which correspond to the main items on the Conference agenda: the teaching of English to beginners; literature in English language teaching; the teaching of English for special purposes; the use of English as a medium of instruction; tests and examinations in English; the training of teachers of English as a second language; audio-visual aids; topics for research and investigation. The more detailed discussions are preceded by a summary of the Conference's main recommendations, which contains suggestions both for long-term development, involving new departures or changed emphasis in the academic field, and for short-term action aimed at making the best possible use of the present limited resources.

Among the most important recommendations are the following:

(1) There must be a substantial increase in the number of adequately trained teachers of English at all levels. On this depends all other development.

(2) While the need for teachers must in the long run be met by teachers in the countries where the need exists, for some time to come help will be required from the English-speaking countries, particularly in the provision of expatriate teachers, who should be increasingly employed in training colleges and universities rather than in schools.

(3) The teaching of English as a second language, as well as the teaching of other subjects through English, requires highly specialised training, based on current knowledge of linguistics and other relevant disciplines. Detailed suggestions for the training of teachers at all levels are given in the appropriate section of the report; these include recommendations on the provision at universities in English-speaking countries of special training for prospective teachers and university lecturers in English as a second language, both native English speakers and others.

(4) Close co-operation on all aspects

of English language teaching should be maintained and encouraged, both between Commonwealth countries and with the U.S.A. Co-operation with the U.S.A. is particularly necessary in the field of teacher training, in order to avoid duplication and to utilise fully the resources available.

(5) One of the most important recommendations made by the Conference is for the establishment of a Commonwealth English Language Information Centre which should collect and disseminate information about all aspects of English as a second language. Such a centre would maintain contact with government departments of education, educational institutions and British Council centres throughout the Commonwealth, and with similar institutions elsewhere, for example the Center for Applied Linguistics. It would pay special attention to research and research needs, though it would not itself normally conduct research.

Among the many other points of interest in the report, the following may be mentioned:

(1) The report's observations on the teaching of English to beginners (taken to mean the first three years at school) show an awareness of current thinking on the subject. Emphasis is laid on the development of oral proficiency, and also of the ability to learn through English, which is of ever-increasing importance in the Commonwealth. The importance of grading material at all stages is recognised. Practical suggestions are offered on the preparation of syllabuses and textbooks, on the classroom presentation of material, and on the use of teaching aids.

(2) The various factors affecting the decision if and when to introduce English as a medium of instruction for subjects other than English, and the problems of the transfer to English at a later stage, are examined at length. The problem of suitable text-books is mentioned particularly.

(3) The question of tests and examinations in English is considered within the framework of testing and examining in general. The value and function of both objective and non-objective tests in English at various levels is discussed. Many types of examinations in current use are considered unsatisfactory, particularly examinations in literature and oral tests. The latter, which are of

See Makerere, 7, Col. 3

intellectuals and the common people was interposed the larger problem of the relationship of cultural change to language changes and, in general, of the relationship between the structure of language and structure of culture.

In the context of the "modernization" of the Indonesian language, this means that the writer of "modern" Indonesian grammar must know the characteristics and tendencies of Indonesian culture as well as those of modern culture. They represent a rather different perception and different ways of thought and evaluation. The grammarian must create a proper synthesis of the structure and potentialities of a Malayo-Polynesian language and the perception notions and ways of thought and evaluation of modern culture, because this Indonesian language must become a medium of communication and expression in modern life.

Synthesis

It might be interesting to describe briefly how the writer of the most used Indonesian grammar of the last decades attempted this synthesis.

The analysis of modern culture revealed three characteristics quite different from Indonesian culture which were taken into account in writing the modern Indonesian grammar:

1. Man is stressed as the initiator of activity.
2. Abstract objective thinking plays a greater role in modern culture than in Indonesian culture.
3. Modern culture is more egalitarian.

Activity Principle

The activity principle was introduced in the use of predicate words, and especially in the use of the prefixes *ber-* *me-* for the predicate. The prefix *ber-* usually has the connotation of possessing or being in a situation. The prefix *me-* has rather the connotation of an act. It is very likely that both prefixes have the same origin, but have become differentiated in the course of the development of the Malayo-Polynesian languages. In the last fifty years there has been a tendency to use the prefix *me-* more frequently than the prefix *ber-*, thus emphasizing the activity of the predicate, a development undeniably influenced by modern thought and modern languages.

Abstraction

Abstraction plays a very important role in the modern Indonesian language. Most abstractions, like nationality, efficiency, religiosity, are formed by using certain prefixes and suffixes, so that in a short time these suffixes have become very prolific as compared with their use in the old Malay language. Another ex-

ample of the tendency towards abstraction is the gradual falling into disuse of the auxiliary number words, such as *buah* for inanimate objects. Instead of the old form, *tiga buah telur*, literally three fruit eggs, *tiga telur* is used, meaning three eggs.

Egalitarian Tendency

The egalitarian tendency of modern culture manifests itself clearly in the change of the use of many Indonesian pronouns in the last fifty years. In traditional village society, certain words for specific blood relationships, such as uncle, mother, father, and the like, are used as pronouns of the first, second and third person. In a more feudal atmosphere, for instance in Java, the old Indonesian pronouns denote the social status of the person addressed, or the speaker. At any rate, there are very few non-specific pronouns, such as those in modern languages. In the last twenty years, the pronoun, *saja*, for the first person, has gained ground. In the last few years, the word *anda* was coined, in order to have a pronoun for the second person, such as the English *you*, applicable to everyone.

Language and Culture Growth

These few examples may suffice to show that the language engineer is involved in the process of language change as part of the greater process of cultural change. Generally the relationship between language and culture is not the field of the linguist, so that in this guiding of the development of a language, linguistics is usually very helpless. This inadequacy of modern linguistics to cope with the large and complex problems of language growth in relation to the totality of cultural growth is however all the more regrettable since not only do the "young" languages of the "young" countries need conscious, purposeful guidance, but to a very great extent the great modern languages like English, French, and German, are also facing problems of adaptation to the ever-increasing complexity of modern life and culture. I have the impression that the development of the modern languages does not keep pace with the greater and greater demands put on languages as a means of communication between larger and larger groups of men. Specialization, on the one hand, has tended to isolate social and professional groups within the broader framework of a simple language group; on the other hand, the need for communication between these specialized groups and their counterparts in other language areas has created more urgent linguistic problems than ever before.

Global Communications

I do not need to speak in detail of the

more and more urgent problem of communication in the international sphere, in commerce, in politics, etc., because of the quickly growing interdependence of nations. The rise of new nations after the Second World War, with their new national languages, has tended to magnify and complicate this problem. The experiments with translating machines to resolve these growing complexities will in turn create far-reaching consequences; if they are to succeed, they will unavoidably influence the growth of existing languages. Even besides these at present still unmanageable global language problems there are enough important problems within the framework of each of the modern languages. In terms of our experience with modernizing the Indonesian language, the irrational spelling of English, for instance, seems to reflect a pre-logical primitive culture rather than a modern industrial civilization.

The linguist has isolated himself to such an extent within his formal discipline that he seems unable to participate and play a decisive role in the development of culture in his epoch. I hope that the possibilities of active intervention in the development of language, as demonstrated in the young countries, will open the eyes of the linguists of the world to their own great possibilities and tasks in the shaping of better means of communication between men.

IRAN—from page 1

also continued the Persian lessons they had begun at Michigan and took part in the general Fulbright orientation sessions.

Stress On Methods

Iranian high school students have for years had at least four hours of English a week for six years. Results are often so poor that a graduate literally doesn't know what time of day to say "Good morning". Of course, many of the teachers are inadequately trained in English, but in few cases can it be said that they are even teaching what they know, however little that may be. The main reason is that the only teachers who have had any training in methods are the graduates of the one National Teachers' College. The many graduates of the faculties of literature, the law schools, etc., who are teaching English can only go into the classroom and do what was done to them when they were in high school. For this reason, the emphasis of our in-service training has been on methods, attempting to convert the teachers from the abused translation method to the oral-aural, by means of which we have conclusive proof that students learn more than with other methods and teachers themselves im-

See Iran, 8, Col. 1

LINGUISTS WANTED

● The Community Programmes Branch, Department of Education in Toronto, is looking for a person with experience in applied linguistics and training in the social sciences, (preferably sociology and anthropology). This person would work with the Canadian immigrant program in the teaching of English as a second language and some civics as part of an acculturation program. The department prefers a Canadian for the job—preferably a man—or an American who comes from the border region. The salary would be in the range of \$6,000. The person to contact regarding this opening is Mr. S. Davidovich, Community Programmes Branch, Department of Education, 206 Huron Street, Toronto 5, Ontario, (EM 3-1211).

● English Language Services, Inc., 919 18th Street, N.W., Washington 6, D.C. (ME 8-2219) would like to find two male instructors of English as a foreign language for their American Language Institute in Baghdad, Iraq. One of the positions requires some experience in writing and organizing English courses for foreigners, the other is simply an instructor's position. Salary and allowances are generous; accepted applicants would be expected to take up duties on 1 July 1961. Further inquiries should be addressed to Mr. E. M. Hampton of English Language Services.

● A U.S. linguistic scholar is being sought to spend two years in India, to lecture on elementary linguistics, to guide research fellows, and to contrast India's languages with English as a basis for developing new text material for teaching English. For further information, interested linguists should contact Dr. H. Sobelman, Center for Applied Linguistics, 1346 Connecticut Avenue, N.W., Washington 6, D.C. (AD 4-7166).

● The United States Information Agency, Washington 25, D.C., has three positions open for qualified personnel in the field of teaching English as a foreign language; the base salary for all three positions is \$8,955 per year. One of the positions requires experience in the preparation of English teaching materials, especially audio-visual materials; the duties of the second include the support of various USIA activities in English teaching, such as orientation of English teachers, while the third position involves consultation on English teaching, including participation in seminars overseas for four to six months each year. For further information, write to Mr. J. H. McGilivray at USIA.

SCHEDULE OF MEETINGS

(June-September 1961)

June 14-16 Montreal	Canadian Linguistics Association Annual Meeting
July 3-7 New Hampton, New Hampshire	Gordon Research Conference (featuring Science Information Problems)
July 28-29 Austin, Texas	Linguistic Society of America Summer Meeting
Aug. 21-Sept. 6 Honolulu, Hawaii	University of Hawaii, Tenth Pacific Science Congress
September 4-9 Helsinki, Finland	Fourth International Congress on Phonetic Sciences
September 11-15 Namur, Belgium	Third International Congress on Cybernetics

● The U.S. Army Language School is currently accepting applications for the position of Training Instructor (Language). There are twenty-eight languages taught at this school. Languages for which vacancies currently exist or are contemplated within the next few months are Thai, Arabic, French, Romanian, Turkish, and Russian.

The school is interested only in applicants who are native speakers of the target languages. Especially desired are applicants who have had recent residence in the native country, preferably within the last five years, and who have attended schools of that country, at least high school, within the last ten years, plus two years of college or university training. Military experience in the service of the native country is also desired.

Faculty positions at the school are at the GS-6, 7, 8, 9, 11 and 12 grades. New appointees are appointed at the GS-6 grade and during the first year are given special on-the-job and classroom training. Upon completion of the probationary year they are promoted to the GS-7 grade. Subsequent promotions are covered under a Merit Promotion Plan and are filled as vacancies occur.

Interested persons should request application forms and additional information by writing Commandant U.S. Army Language School, Presidio of Monterey, California, ATTN: Civilian Personnel Section.

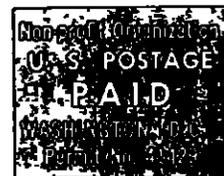
● For the past seven years, National Scientific Laboratories, Inc., 2010 Massachusetts Avenue, N. W., Washington,

D.C., has been furnishing English language instructors, pursuant to contracts with various agencies of the U.S. Government, to such countries as Portugal, Greece, Turkey, Saudi Arabia, Ethiopia, Peru, Chile, Honduras, Nicaragua, Cambodia, and Laos. In addition, it has approximately 200 communications engineers on assignments in 24 different countries. In general, the linguistic positions involve teaching English to officers in the foreign armies. NSL anticipates several similar openings in August and September of this year. Interested persons should contact Richard A. Martin, Vice President. ■

MAKERERE—from page 5
great importance, are frequently neglected altogether. A warning note is sounded regarding public examinations, which frequently have an undesirable influence on curricula and teaching methods.

(4) The various types of audio-visual aids in current use are briefly discussed; specially mentioned are school broadcasts and television programmes and language laboratories. The effectiveness of all aids, particularly those of the more complex type, depends on teachers having been thoroughly trained in their use, and on material having been specially prepared.

The report is addressed to all those connected with the teaching of English as a second language, both specialists and non-specialists, and all who are concerned with the subject should find it of interest and value. ■



IRAN—from page 6

prove. Fortunately we have a new series of textbooks written especially for Iranian students and employing the oral-aural method which can be substituted for the long-abused *Direct Method* series.

Enthusiasm

Letters from chiefs of education, principals and teachers, as well as the enthusiasm of the teams themselves, are witness to the success of the program. A day-long evaluation session followed by a public panel discussion on the program at the time of the Christmas holiday break thrilled all who took part in them. The second term up to the Iranian new year generated more enthusiasm. And now as the year nears an end, the common exclamation is, "This program must go on!" By June, the teams will have reached at least 40 cities, all of those having five or more high schools. Teachers from the smaller places will be taken care of, as they were last year, in a three-week intensive boarding seminar this coming summer sponsored jointly by Fulbright and the Ministry of Education.

Publications Available at the Center

Hindi Basic Reader.....	\$1.50
Hindi Basic Course (Units 1-18) .	\$3.50
Spoken French (Units 1-6).....	\$1.00
Spoken Persian (Units 1-5).....	\$1.50
Lessons in Contemporary Arabic Lessons (1-8)	\$4.50
Problems of Americans in Mastering the Pronunciation of Egyptian Arabic, by Nancy Kennedy	\$1.00
Introducción a una comparación fonológica del español y del inglés, by Daniel N. Cárdenas	\$1.25
Interim Bibliography on the Teaching of English to Speakers of Other Languages, by Sirarpi Ohannessian	\$.75

ELS Prepares Special Foreign Language Series Texts and Tapes Are For Intermediate-Advanced Levels

ACCORDING to a recent announcement, English Language Services, Inc. is offering a special two-volume edition of ELS textbooks in French, German, Italian, and Modern Hebrew to NDEA Summer Institute Directors. These preliminary editions represent selected parts of ELS intermediate-advanced foreign language series.

ELS will send on loan a master set of tapes to accompany the two volumes to Institutes with dual-track language laboratory equipment for the purpose of making copies for the use of Institute participants.

Complete Courses

ELS also indicates that complete intermediate-advanced materials have been completed in French, German, Italian, Modern Hebrew, and Thai. Similar courses for Dutch, Laotian, Cambodian and Malayan are in progress. Designed for persons who have completed introductory courses or those who need to develop oral-aural proficiency, the materials consist of six texts per language plus tapes. Books 1 and 2 are termed "refresher" courses; 3 and 4, intermediate and 5 and 6, advanced. Emphasizing spoken language, the texts and tapes contain a variety of short, "spontaneously" created dialogues, narrative selections, phonology drills, points of grammar with drills, and substitution drills.

Additional details concerning these series may be obtained from Mr. H. Jeffrey Binda, Foreign Languages Division, English Language Services, Inc., 919 Eighteenth Street, N.W., Washington 6, D.C. ■

TFC Will Release Films July 1 Film 3 Now Available For Purchase

TEACHING Film Custodians, Inc., 25 West 43rd Street, New York 36, announced several weeks ago that the film project *Principles and Methods of Teaching a Second Language* (see the *Linguistic Reporter* for December 1960) will be available for distribution by the end of July, 1961. The series, consisting of five major subjects, totaling fifteen reels, is being sponsored by the Modern Language Association of America through the Center for Applied Linguistics in cooperation with Teaching Film Custodians, Inc. Theodore B. Karp is the writer-producer and Reid H. Ray Film Industries, Inc. is responsible for filming.

The five units are 16 mm. black-and-white sound films, each with a running time of approximately thirty minutes (three reels). A teaching guide will accompany each film subject and a comprehensive teaching manual will be prepared for use with the series. According to Teaching Film Custodians, each unit, as it becomes ready, will be available for preview and purchase. The total series may be purchased on an outright sale basis for \$850 and individual subjects are priced at \$170.

The series consists of the following unit topics: The Nature of Language and How It Is Learned; The Sounds of Language; The Organization of Language; Words and Their Meanings; Modern Techniques in Language Teaching. Although the end of July is the announced date of release, Film 3, *The Organization of Language*, is available now. Interested individuals and institutions should write Teaching Film Custodians, Inc. for further information. ■

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Japanese Language Specialists Appraise Problems

ON May 6-7, 1961, a number of specialists in Japanese language instruction met in Washington to discuss problems of professional organization in the field and to evaluate current proposals for research projects connected with the teaching of Japanese. The meeting was held at the Language Development Section of the U. S. Office of Education. It was organized by Professor Joseph Yamagiwa, of the University of Michigan, under an NDEA contract. Dr. C. A. Ferguson, of the Center for Applied Linguistics, served as chairman. Others present were James E. Alatis, Mrs. Helen I. Chaplin, Mrs. Michi Soma Freeman, Norito Fujioka, A. Bruce Gaarder, Howard Hibbett, Mrs. Eleanor H. Jordan, Edwin McClellan, Ichiro Shirato, Don Graham Stuart, Herschel Webb, and John Young.

Common Problems

The meeting had its origin in the feeling of principal investigators of NDEA projects that there was a need for cooperative appraisal of common problems, and most of the meeting was devoted to a full discussion of twenty-eight proposals in the Japanese field which had been submitted by eight universities for research contracts under NDEA. At the final session, decisions were taken on priority ratings for all these projects.

On other matters, the following conclusions were reached: (1) that a permanent committee should be set up to provide for exchange of information and coordination in the field of Japanese studies; (2) although it is probably premature to proceed with a formally organized professional association of Japanese teachers, it is desirable to explore possibilities of an informal association within some larger organization, perhaps in combination with teachers of Chinese and Korean; (3) a newsletter in the field of Japanese language studies would be

See Japanese, 4, Col. 1

Cambridge Conference Discusses English Teaching

By Melvin J. Fox, The Ford Foundation

THE Third Anglo-American Conference on English as a Second Language took place at Jesus College, Cambridge University, Cambridge, England, from June 26 to July 1, 1961. The British Council, which initiated these conferences at a meeting at Merton College, Oxford University, in July 1955, was the sponsor and host. The marked changes that have, in effect, transformed this field since the first Anglo-American meeting — and even since the Second Conference in Washington in May, 1959 [see the *Linguistic Reporter*, May 1959] — are reflected in the working papers, the participants, the conclusions, and indeed the whole character of the current conference. The agenda, drawn up under the direction of A. H. King (Controller, Education Division, The British Council),

with assistance from H. Harvey Wood (who as chairman provided a vital link with the first two Anglo-American conferences) reflected these changes.

Rapid Pace of Change

The title of the conference itself is illustrative of the rapid pace of change in this field. It no longer accurately reflects either the original scope or the current focus of the conference. Convened initially as a means of reviewing government-supported English language programs and assuring a better relationship between overseas projects personnel of the British Council and of the several U.S. Government agencies, it has broadened its membership to include universities and other private educational organizations in both

See Cambridge, 2, Col. 1



British Information Service

King's College, Cambridge University, from the quadrangle

THE LINGUISTIC REPORTER

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

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

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CAMBRIDGE—from page 1

Britain and the United States; its concerns inevitably have been stretched to include basic linguistics and pedagogical problems as related to language teaching and learning. And for the first time French second language training and research interests and resources were represented (by M. Guy Capelle, Directeur, Bureau d'Etude et de Liaison pour l'Enseignement du Français dans le Monde) as an acknowledgment of the broader international character of both second language training needs and resources.

Thus, as a logical follow-up to the Nutford House Conference of last December, the Universities of Edinburgh, Leeds, and London, and the University College of Bangor were actively represented by Professors J. G. Pilley (representing, along with G. Glyn Lewis of the Ministry of Education, the first effective participation in these conferences of professional educationists), J. C. Catford, A. N. Jeffares, P. D. Strevens, R. Quirk, B. Pattison, F. R. Palmer, and others. Indeed, the fact that the contingent of scholars from British universities was almost as large as the representation from the Council is evidence of a major shift since the last conference — a shift that should facilitate British-American cooperation on basic problems. The American academic community was represented by Professors Edward Anthony (Michigan), Clifford Prator (University of California, Los Angeles), I. A. Richards (Harvard), Robert Lado (Georgetown), and W. Freeman Twaddell (Brown). The latter two also chaired the two Working Parties, respectively, on "Preparative and Remedial English for Overseas Students in Britain and the United States," and "The Linguistic Implications of Teaching English Overseas — University Research and Training." The latter in itself suggests

how far the conference has moved since 1955.

The official U. S. Government delegation, headed by W. J. Handley (Director, Information Center Service, USIA) included representatives of ICA, the Peace Corps, and as a part-time participant, S. Everett Gleason, Cultural Affairs Officer of the U. S. Government Embassy in London. The fact that the activities of the U. S. Government agencies were represented as complementary though quite separate parts of an inter-related interest, both in a background paper giving "A Historical Survey of U. S. Government English Language Teaching Activities," and in oral presentations, marks a major change in the official American posture and approach that also provides the basis for greatly improved Anglo-American cooperation overseas.

Emphasis on Basic Problems

As already suggested, the conference gave major attention to basic, as distinct from operational or technical problems. In this, and in many other respects, it could only reaffirm the detailed explorations and recommendations of the Commonwealth Conference on the Teaching of English as a Second Language at Makerere College, Uganda, January 1 to 13, 1961 [see the *Linguistic Reporter*, February, 1961]. The Commonwealth interest in this field was effectively represented by Dr. V. S. Jha, Director of the Commonwealth Education Liaison Unit. Discussion of practical overseas administrative, educational matters or pedagogical techniques was greatly enhanced and enriched by the presence for one day, in joint session, of a parallel conference of British Council representatives from all over the world. However, as indicated by the background papers for the conference, by the recommendations of Pro-

fessor Twaddell's working party (which in fact largely amplified recommendations in Annex 5 of the Report of the Makerere conference, devoting attention mainly to "a consideration of the relative importance of these topics"), and by priority "further tasks" voted by the conference, considerable concern and emphasis were placed on such general issues as the relation of linguistics to language learning, general educational considerations in language teaching, the effect of new mechanical tools such as systems for programmed learning on both the teaching and learning of languages. Priority tasks which the conference felt needed "further intensive investigation, inquiry and careful experimentation" included "determination of language-teaching priorities in relation to the precise needs of different teaching situations in different areas"; "production and use of tests of all kinds which are appropriate to the appraisal of new techniques and teaching programmes, including 'programmed learning'"; "suitable techniques for providing instruction to adult learners, bearing in mind the talents and efficiency of the teachers likely to be employed in this work."

Research Stressed

Research was also stressed in the recommendations of the working party concerned with the English proficiency of foreign students, particularly in relation to the construction of tests for improved selection, and to the need for a specific and detailed reassessment of the language situation of the foreign student. The working paper on "Language Problems of Overseas Students in Britain," by George E. Perren, based as it was on a survey of both British administrators overseas and twenty technical colleges in the United Kingdom, represents an important contribution to the extremely limited real evidence on this problem.

Basis Propositions

Though there remain many conceptual and pedagogical differences between British and American specialists concerned with this field, and indeed between the scholars and operators in each country — the Anglo-American conferences have greatly reduced these conflicts and tensions by (a) defining them, and (b) providing a means for frank, open discussion of them — the Third Conference was able unanimously to endorse certain basic propositions of which the following are illustrative of the advances that have been made in the approach of both Britain and the U. S. since the First Anglo-American Conference: since the teaching of English to non-native speakers may per-

See Cambridge, 7, Col. 1

Two National Conferences Discuss TESL

THE International Cooperation Administration of the U.S. Government has sponsored two national conferences in Washington this year to discuss the problem of the teaching of English as a foreign language. The first was held on March 16, 1961, by the Center for Applied Linguistics at the Brookings Institution Building. The second was held July 10-12, 1961, by the American Council on Education at Meridian House, the Washington center of the Institute of International Education.

The March Meeting

The March meeting, conducted by the Center for Applied Linguistics, was a one-day national conference of English language specialists and representatives of key universities and other organizations concerned with the teaching of English as a foreign language.

The purpose of the conference was to enable officials of the International Cooperation Administration to give an account of present programs and activities in this field and to explain ICA's current plans for future developments and the rationale behind these plans. Also, looking forward to the possibility of expanded government programs in this field, ICA hoped to have a preliminary assessment of the existing institutional and manpower resources for such expansion.

Forty-two people attended the conference, either as invited participants or as staff representatives of the Center and ICA. Five work papers were prepared for the conference and were distributed, along with other documents and related materials, to the individuals who attended. Dr. C. A. Ferguson, Director, Center for Applied Linguistics, served as chairman of the conference, and Dr. D. A. Fitzgerald, Deputy Director, Operations, ICA, addressed the conference participants at lunch.

Discussion and Recommendations

After a full day of lively, wide-ranging discussion there was unanimous agreement that "the teaching of English as a second language is a problem of such critical international importance that it calls for a sustained national effort, governmental and non-governmental, on a greatly increased scale." Three recommendations were passed, calling for (1) formulation of long-term strategy and policy in regard to all governmental programs for the teaching of English as a second language; (2) the establishment of a policy-level inter-agency committee

See National, 4, Col. 1

Morocco Conferences Consider Arabic and English

By Richard S. Harrell, Georgetown University

Arabization Conference

UNDER the auspices of the Moroccan Ministry of Education, a pan-Arab conference on Arabization was held at Rabat, Morocco, April 3-7, 1961. The conference was organized by Professor Ahmed Lakhdar, Director of the Institute of Arabization. The Chairman of the conference was Mohammed El Fassi, Rector of Rabat University. Delegations were present from all Arab countries except Iraq. Also present were a delegation from the Arab League, and foreign Arabist observers from France (G. S. Colin), Poland (J. Bielowski), and the United States (R. S. Harrell).

The conference, which was conducted entirely in Arabic, addressed itself to two main topics: the goal of mass literacy in Modern Standard Arabic in all Arab countries, and the goal of making Modern Standard Arabic into a fully adequate vehicle for the expression of all aspects of contemporary human knowledge. Specific problems stressed by the conference were the clumsiness of the Arabic alphabet for printing purposes, the lack of basic reference and pedagogical materials in Arabic, the lack of adequate technological vocabulary in Arabic, and the divergence from one another of the various forms of spoken Arabic.

The conference closed with resolutions calling for the establishment of an Arabic Academy in Morocco, the adoption of

typographic reforms in the Arabic alphabet, and the composition of a wide range of pedagogical and reference books in Arabic.

English Language Workshop

A special workshop for selected teachers of English in Moroccan secondary schools was held April 6-11, 1961, by the English division of the Moroccan Ministry of Education. The workshop, which was held in Rabat, was a repetition of a similar workshop of the preceding year, and there are plans to establish it as an annual event. The workshop's primary aim was to give a selected group of teachers instruction in new audio-visual techniques as well as phonetics. Mr. Guy Capelle, formerly chief inspector of English teaching in Moroccan secondary schools, gave a series of lectures on the audio-visual method, Professor E. Faure, of the University of Aix-en-Provence, gave a series of lectures on general phonetics, and Professor T. F. Mitchell, of the University of London, gave a series of lectures on the phonetics of English. Professor Mitchell emphasized such matters as stress and intonation. There was also a series of demonstration classes, and Mr. R. J. Hilton, of the British Council, lectured on contemporary British culture. The workshop was under the direction of Mr. Dennis Girard, head of the English inspectorate of the Moroccan Ministry of Education. ■



Richard Harrell converses with Ahmed Benchekraou, of the Ministry of Education, and Mohammed El Fassi, Rector of Rabat University

NATIONAL—from page 3

on government English-teaching activities; and (3) the establishment of a non-governmental council to serve the inter-agency committee in an advisory capacity.

Report Published

In May, 1961, the Center published a report on the conference, entitled *Meeting the Challenge of English Teaching Abroad*, which included an account of the proceedings, a list of the recommendations, and the text of the work papers.

The July Meeting

The July meeting, conducted by the American Council on Education, was a three-day conference on new learning processes for developing nations, with separate sectional meetings on six problems. Section V (C. A. Nelson, *chairman*) discussed "Increasing adult literacy and on-going mass education through the mass media." Section VI (C. A. Ferguson, *chairman*) was on "Increasing the number of teachers of English as a second language and improving the methods of teaching English."

The opening session was addressed by a number of U.S. Government officials, including Philip H. Coombs, Assistant Secretary of State for Educational and Cultural Affairs; Dr. D. A. Fitzgerald, Deputy Director, Operations, ICA; Sterling M. McMurrin, Commissioner of Education, HEW; Dr. Ralph W. Ruffner, Director, Office of Educational Services, ICA; and Dr. Gerald F. Winfield, Chief, Communications Media Staff, ICA.

Full Report Expected

The sections met separately Monday afternoon and all day Tuesday, and prepared reports which were presented to the whole conference on Wednesday. The reports of Sections V and VI included a series of recommendations, some of which were quite specific and concrete. It is expected that a full report on the conference will be issued within a month or two. ■

JAPANESE—from page 1

very valuable, but for the present it seems wise to use space in existing publications; (4) although it is desirable to set up a central file of Japanese teaching materials, some of this function could be carried out by a good newsletter.

Language Tapes

Mr. Young reported that Georgetown University was willing to handle storage, duplication and distribution of Japanese language tapes originally prepared at other universities, and he was directed to ascertain what tapes are now available. ■

Leeds Offers New Diploma in English as a Second Language

IN October, 1961, the University of Leeds will institute a one-year course under the title of "Postgraduate Diploma in English as a Second Language." The course will be given in the School of English under the direction of P. D. Strevens, Professor of Contemporary English, University of Leeds.

Aim and Organization

The course as a whole is intended principally for graduates of British universities, especially for those who propose to teach English overseas, though it may be possible to make exceptions in individual cases and to admit graduates from other universities. Candidates will be required to attend the university for at least one year of full-time study; the diploma will be granted on the basis of written and oral examinations, and a dissertation. The candidate's performance in teaching practice will also be taken into account.

The diploma course will comprise four main sections: (A) *Contemporary English Language*; (B) Supporting subjects (not less than three will be studied from a choice of five) — *Contemporary English Literature, Stylistics, Theory and Practice of Education, English Overseas, Second-Language Teaching*; (C) *Dissertation*; (D) *Teaching Practice*.

English Overseas

English Overseas, under Section B, will integrate the components of Section A (comprising phonetics, introduction to modern linguistics, modern English grammar, and languages in contact) and take them a stage further, examining such subjects as the uses to which English is put overseas; the distinction between studying English as the mother tongue, as a foreign language, and as a second language; and accents and dialects of English overseas. *Second-language Teaching*, also under Section B, has three main components: (i) the organization of education in bilingual areas, and practical teaching problems in warm climates; (ii) the preparation, presentation and reinforcement of language-teaching material (methodics); the use of aural and visual aids and language laboratory techniques; the testing of attainment and ability in English; and (iii) the observation of teaching in a bilingual area, such as West Wales.

A Related Course

English as a second language also enters into the Leeds Postgraduate Diploma in English Studies, a one-year course generally taken by overseas graduates, in which the individual candidate may spe-

cialize more in English literature or more in English as a second language. The syllabus of this diploma course is designed to overlap with the new diploma described above, for the benefit of those candidates who decide to specialize in linguistic rather than literary studies. ■

Conferees Discuss Testing English Proficiency

A conference on Testing the English Proficiency of Foreign Students, sponsored by the Center for Applied Linguistics of the Modern Language Association of America in cooperation with the Institute of International Education and the National Association of Foreign Student Advisers, was held on May 11-12, 1961, at the Washington International Center, Washington, D. C.

Participants in the conference were: David P. Harris, American University Language Center (*chairman*); James E. Alatis, Department of Health, Education, and Welfare; John B. Carroll, Harvard University; Frederick Cromwell, Department of State (CU); Thomas Crowell, Columbia University; Melvin J. Fox, Ford Foundation; Harry Freeman, International Cooperation Administration; Fred Godshalk, Educational Testing Service; Edward T. Hall, Washington School of Psychiatry; Robert Lado, Georgetown University; Raleigh Morgan, Jr., Center for Applied Linguistics; Sirarpi Ohannessian, Center for Applied Linguistics; Leslie Palmer, English Language Institute of the University of Michigan; Sydney Sako, Language School of Lackland Air Force Base; Katherine Salter, College Entrance Examinations Board; Inez Sepmeyer, University of California at Los Angeles; Joel Slocum, Columbia University; Wilmarth Starr, Foreign Language Program of the Modern Language Association; J. Morgan Swope, Institute of International Education; and Grant Taylor, New York University.

The conference began with a series of working papers in which testing specialists described some of the existing programs in, and theory behind, the testing of foreign-student English proficiency, and representatives of government and the universities defined their testing needs. The remainder of the conference was devoted to the drawing up of proposals

See Testing, 8, Col. 1

Linguists Discuss

Language Universals

ON April 13-15, 1961, the committee on Linguistics and Psychology of the Social Science Research Council sponsored a conference on research on language universals at Gould House, Dobbs Ferry, New York. The chairman of the committee, Joseph H. Greenberg, also served as chairman of the conference, for which papers were prepared and circulated in advance. The first session was chaired by Rulon S. Wells, of Yale University, and was devoted to discussion of "The Problems of Universals in Language," by Charles F. Hockett, Cornell University, and of the "Memorandum Concerning Language Universals" originally prepared by Messrs. Greenberg, Jenkins, and Charles E. Osgood, of the University of Illinois, as a basis for planning the conference. The second session, chaired by C. F. Vogelin, of Indiana University, dealt with phonological universals and discussed the following papers: "Assumptions about Nasals: A Sample Study in Phonological Universals," by Charles A. Ferguson, of the Center for Applied Linguistics; "Phonemic Distribution and Language Universals," by Sol Saporta, University of Washington; and "Are There Universals of Linguistic Change?" by Henry M. Hoenigswald, University of Pennsylvania. The third session, on grammatical universals, was chaired by John Lotz, of Columbia University, and discussed "Some Universals of Grammar, with Particular Reference to the Order of Meaningful Elements," by Mr. Greenberg, and "A Search for Universals in Indo-European Diachronic Morphology," by Warren C. Cowgill of Yale University. The fourth session, on semantic universals, was chaired by Einar Haugen, of the University of Wisconsin, and considered papers bearing that title, by Uriel Weinreich, of Columbia University, and Stephen Ullman, of the University of Leeds, England. The fifth session, chaired by Mr. Greenberg, was concerned with problems of sampling, and discussed a paper on that subject by Floyd G. Lounsbury, Yale University, and "Suggested Procedures in the Organization of Cross-Linguistic Files," by George P. Murdock, University of Pittsburgh. The final session, also chaired by Mr. Greenberg, dealt with implications of language universals. Three papers were considered: on implications for anthropology, by Casagrande; on implications for psychology, by Mr. Osgood; and on implications for linguistics, by Roman Jakobson, of Harvard University.

Participants in the conference, in addi-

SCHEDULE OF MEETINGS

- August 21—September 6. *University of Hawaii, Tenth Pacific Science Congress.* Honolulu, Hawaii
- September 4—9. *Fourth International Congress on Phonetic Sciences.* Helsinki, Finland
- September 5—8. *International Conference on Machine Translation and Applied Language Analysis.* Teddington, Middlesex, England
- September 11—15. *Third International Congress on Cybernetics.* Namur, Belgium.
- November 16—19. *American Anthropological Association (Annual Meeting).* Philadelphia, Pennsylvania
- December 1—2. *Seventh Annual Conference on Linguistics of the Linguistic Circle of New York.* New York City
- December 27. *College English Association.* Chicago, Illinois
- December 27. *National Council of Teachers of English (College Section).* Chicago, Illinois
- December 27—29. *Modern Language Association of America.* Chicago, Illinois
- December 28. *American Association of Teachers of Italian.* Chicago, Illinois
- December 28. *American Dialect Society.* Chicago, Illinois
- December 28. *American Studies Association.* Chicago, Illinois
- December 28—30. *Linguistic Society of America.* Chicago, Illinois
- December 29—30. *American Association of Teachers of Spanish and Portuguese.* Chicago, Illinois
- December 29—30. *American Association of Teachers of French, German, and Slavic and East European Languages.* Chicago, Illinois.
- December 29—30. *American Name Society.* Chicago, Illinois
- December 30. *National Federation of Modern Language Teachers Associations.* Chicago, Illinois

tion to members of the committee and staff — Joseph H. Greenberg (*chairman*), John B. Carroll, Joseph B. Casagrande, Charles A. Ferguson, James J. Jenkins, Wallace E. Lambert; *staff*, Francis H. Palmer — included Harold C. Conklin, Columbia University; Franklin S. Cooper, Haskins Laboratories; William J. Gedney and Herbert H. Paper, University of Michigan; Fred W. Householder, Jr., and Thomas A. Sebeok, Indiana University; Dell H. Hymes and Sydney M. Lamb, University of California, Berkeley; Eric H. Lenneberg, Children's Hospital Medical Center, Boston, Leigh Lisker, University of Pennsylvania. Adam Schaff of the University of Warsaw was a guest of the conference for part of the program. It is hoped that the papers of the conference can be published as a book. ■

Foreign Language Materials Are Available

The Foreign Language Program Research Center of the Modern Language Association of America has available certain materials of interest to teachers of modern languages. These materials include off-prints of articles from *PMLA*, *School and Society*, *School Life*; FLES materials; materials on the College Language Laboratory; Foreign Language Teaching in College; UNESCO work-papers; MLA FL Bulletins; and other materials. For further details one should write the MLA Foreign Language Program Research Center, 70 Fifth Avenue, New York 11, New York.

Book Notices

Trends in European and American Linguistics 1930-1960. Edited on the occasion of the Ninth International Congress of Linguists, by Christine Mohr-mann, Alf Sommerfelt and Joshua What-mough. Utrecht, Netherlands: Spectrum Publishers, 1961. 299 pp.

Twelve essays by different authors recording the recent achievements of European and American linguistics and indicating the main trends in general linguistics. A second volume is planned which will treat certain important "schools" or trends not covered in this book. The essay "Linguistics and Language Teaching in the United States 1940-1960" (pp. 82-109) by William G. Moulton of Princeton University gives a full, clear account of the impact of linguistics on foreign language teaching in the U.S., with descriptions of leading individuals, publications, institutions and programs in foreign language teaching, including the teaching of English as a foreign language. Brief but informative sections on applied linguistics appear at the end of the essay "Mathematical Linguistics," by Warren Plath (pp. 51-52) and at the end of "General Linguistics—The U.S. in the Fifties," by Eric P. Hamp (pp. 178-180).

Bibliography of Interlingual Scientific and Technical Dictionaries. Fourth edition, revised and enlarged. Paris: UNESCO, 1961. xxxvi + 236 pp.

This new edition of an important reference work will be welcomed not only for its own intrinsic value, but as an example for other compilations of multilingual dictionaries. As might be expected, the scope is quite comprehensive, with very few omissions, and, in addition, the contents are indexed in four ways: systematically by subject, and alphabetically by subject, author, and language. The main entries are arranged by subject in accordance with the Universal Decimal System (similar to the Dewey Decimal System); the fields covered are principally the natural and applied sciences—general dictionaries are avoided. For each decimal subject entries are listed alphabetically: first anonymous works by title and then other works by author. Above each entry there are symbols indicating the languages involved, thus facilitating easy reference to the proper dictionary within each field. The alphabetical list of subjects at the end of the book eases the task of users

not familiar with the details of the Universal Decimal System. Cross-references are plentiful throughout the work. All instructions, headings, and indices are given in English, French, and Spanish; however, most of the entries themselves are monolingual, with sporadic comments and translations of titles into one or more of these languages, while Chinese and Japanese titles are given in English translation only, the original titles being omitted.

A Dictionary of Modern Written Arabic. By Hans Wehr; edited by J Milton Cowan. Ithaca, N. Y.: Cornell University Press, 1961. xvii + 1110 pp.

A translated, edited and enlarged version of Wehr's outstanding Arabic-German dictionary of modern written Arabic, which appeared in 1952; it includes the material published in the Supplement of 1959.

An Indonesian-English Dictionary. By John M. Echols and Hassan Shadily. Ithaca, N. Y.: Cornell University Press, 1961. xvi + 384 pp. \$7.50

A practical, comprehensive dictionary of modern Indonesian with English equivalents for the use of those who wish to read contemporary Indonesian materials. A large number of entries and subentries have illustrative phrases and sentences.

Manual of Articulatory Phonetics. Part One. By William A. Smalley. New York: Committee on Missionary Personnel, Division of Foreign Missions, NCCC, 1961. vi + 232 pp. (Distributed by *Practical Anthropology*, Box 307, Tarrytown, New York)

This is a textbook for approximately half of a course designed to provide a basic practical knowledge of general phonetics. Fourteen lessons, written in an informal style, give practice in learning to distinguish and produce unfamiliar sounds. Proceeding from the sounds of American English, the book includes instructions that have proved helpful in inducing students to produce novel articulations. Four of the lessons are devoted to pitch distinctions. The later lessons include review material.

The course envisions student work with tapes outside regular drill sessions, and more graded practice material is included per lesson than can ordinarily be covered in a one-hour class.

English Phonology: Guide and Workbook. By Harold V. King. Ann Arbor, Mich.: Ann Arbor Publishers, 1961. 27 pp.

This booklet is intended to familiarize students with the phonological system of one type of American English. It is divided between brief presentation in seven lessons and ten exercises spaced among them.

Linguistic Science and the Teachers. Proceedings of the May 14, 1960 Meeting of the Michigan Linguistic Society Held at Michigan State University-Oakland Mary Jane M. Norris, ed. Language Learning, Special Issue No. 2, March 1961. Ann Arbor, Mich.: The Research Club in Language Learning, 1961. viii + 52 pp.

This is a collection of four exploratory papers which deal briefly with different aspects of linguistics and the basic considerations involved in applying linguistic knowledge to language teaching. The subjects are: "What is Structural about Structural Linguistics?" by James Walker Downer; "Area Linguistics and the Teacher of English," by Hans Kurath, "Linguistics and English Composition," by Albert H. Marckwardt; "Linguistics and Foreign Language Teaching," by Robert Lado. Included is a four-page "Bibliography for Beginners in Linguistics," drawn up for distribution at the meeting.

Linguists Wanted

● The Department of English, Southern Illinois University, Carbondale, Illinois, is looking for a person with linguistic qualifications to teach English to foreign students enrolled on campus, and to teach foreign students how to teach English when they return to their home countries. The first part of this program is already under way; development of a program for the second part will be assigned to the new person. Salary commensurate with preparation and experience is assured. Correspondence should be addressed to William B. Schneider, Chairman, Department of English.

● The Department of English of Michigan State University requires a director for its intensive program in English as a Foreign Language, to be inaugurated in the fall with a capacity of about ninety foreign students. There will be a staff of teachers and assistants as well as new laboratory facilities. Rank is flexible. Interested linguists should contact Dr. C. D. Meud, Head, English Department, Michigan State University, East Lansing, Michigan.

manently transform the students' whole world, such teaching should be within the total linguistic and educational design for the economic, social, and human development of the host country; since self-sufficiency of the host country in English is the objective, closest continuing cooperation between resource and host countries is essential (and recognition was clearly given in the course of the conference to the fact that there are other important resource countries than the U. S. and Britain); since to be carried out within the educational system and ideals of the host country second-language teaching "should be the meeting point of the skills and insights of many disciplines," more deliberate effort must be made to bring to bear such relevant disciplines on the classroom situation; since such new technological resources as radio, film, TV, tape-recording, and "programmed learning" offer great promise, intensive inquiry and experiment into their classroom effectiveness are essential; since the task of developing self-sufficient English language teaching skills and facilities abroad is so gigantic, and since the manpower and other essential contributions of resource countries are, and will continue to be, so insufficient for accomplishing the task, improved machinery for greater "continuous interchange of selected, relevant and properly evaluated intelligence," on an international basis, is essential.

Recommendations

Consistent with these propositions, it was agreed and recommended (a) that a task force should be established immediately to design appropriate liaison machinery for international cooperation; (b) that increased provision should be given by resource countries for increased training and research facilities in the relevant fields, and for national or regional centers of "information, research, and experimentation;" and (c) that "because the accelerating increase of needs and demands for English teaching abroad is being accompanied by rapid developments of new technical resources which may help to satisfy them," it is urgent to hold more frequent international conferences (to consider the educational nature of the task and concert major strategy), regional conferences (for coordination in the field), and functional conferences (to discuss and consider the best employment of new technical aids or teaching methods).

It would not be inappropriate to close this brief review of the highlights of the Third Anglo-American Conference on

English Teaching Abroad with the report that it was clearly recognized that the Center for Applied Linguistics, as a prototype of an effective national center,

has become an important factor in the development of international machinery of the type suggested in the above recommendations. ■

Personalia

A number of linguists are changing their institutional affiliation as of September, 1961. The following list gives changes that have come to the attention of the Center; it does not distinguish between permanent and temporary changes.

	FROM	TO
William M. Austin	Georgetown	Eastern Penn. Psychiatric Inst.
Bernard Bloch	Yale	Washington
Frederick Bosco	Michigan	Georgetown
Seymour B. Chatman	Pennsylvania	California, Berkeley
Desmond T. Cole	Witwatersrand	Georgetown
Warren C. Cowgill	Yale	Illinois
Daniel P. Dato	Mod. Lang. Mat. Dev. Ctr.	San Francisco State Coll.
Alva L. Davis	Eng. Lang. Services	Delta College
Robert J. Di Pietro	Fulbright, Italy	Georgetown
Gerald Dykstra	T.C., Columbin	London
George P. Faust	U. S. Office of Ed.	Kentucky
David A. Griffin	FSI	Ohio State
Alphonse G. Juilland	Pennsylvania	Stanford
John R. Krueger	California, Berkeley	Indiana
Robert B. Lees	IBM Research Ctr.	Illinois
Antonio Badia Margarit	Barcelona	Georgetown
Raleigh Morgan, Jr.	Center for Appl. Ling.	Howard
Edgar G. Palomé	Univ. de Congo	Texas
Paul Pimsleur	UCLA	Ohio State
Omeljan Pritsak	Hamburg	Washington
Stanley M. Sapon	Ohio State	Britannica Center
Sol Saporta	Indiana	Washington
Denis Sinor	Cambridge	Indiana
Harvey Sobelman	Center for Appl. Ling.	Georgetown
Edward Stankiewicz	Indiana	Chicago
Earle W. Stevick	Scarritt College	FSI
Edith C. Trager	NIH	Stanford
Valdis J. Zeps	Indiana	Bd. of Geog. Names

Symposium Discusses Linguistic Literature

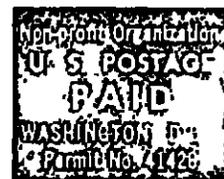
A symposium to develop a national program for dissemination of Russian and East European linguistic literature for the use of the American scholarly community was held at Indiana University on December 2-3, 1960, under a grant from the National Science Foundation. Participants included editors, linguistic experts, and representatives of major councils and foundations. The Linguistic Society of America was represented by its 1960 President, George L. Trager, and the Modern Language Association by the Director of the Center for Applied Linguistics, Charles A. Ferguson. Thomas A. Sebeok, Chairman of the Indiana University Research Center in Anthropology,

Folklore, and Linguistics, planned and organized the meeting.

Committee Established

The conferees made seven formal recommendations and voted to establish a Standing Committee charged with carrying them out. This committee met at the offices of the National Science Foundation on March 6, 1961. Those present included six officers of the Foundation; Dr. Ferguson; Stephen T. Boggs, American Anthropological Association; D. H. Daugherty, American Council of Learned Societies; Kenneth W. Mildnerberger, U.S. Office of Education; Sergius Jakobson, Library of Congress; and, as chairman,

See Symposium, 8, Col. 3



Publications

AVAILABLE AT THE CENTER

Damascus Arabic	
C. A. Ferguson, M. Ani & others	\$ 3.50
Hindi Basic Course Units 1-18	
J. M. Harter & others	\$ 3.50
Hindi Basic Reader	
J. M. Harter & others	\$ 1.50
Interim Bibliography on the Teaching of English to Speakers of Other Languages	
Sirorpi Ohannessian	\$.75
Introducción a una comparación fonológica del español y del inglés	
D. N. Córdenas	\$ 1.25
Lessons in Contemporary Arabic	
Lessons 1-8	
C. A. Ferguson & M. Ani	\$ 4.50
Mandarin Chinese Units 1-6	
N. C. Bodmon	\$ 2.50
Problems of Americans in Mastering the Pronunciation of Egyptian Arabic	
Nancy M. Kennedy	\$ 1.00
Spoken Persian Units 1-5	
C. T. Hodge & others	\$ 1.50
The Structure of the Arabic Language	
N. V. Yushmanov	\$ 2.00
Turkish Basic Course Units 1-5	
C. T. Hodge & M. Agrall	\$ 2.25

TESTING—from page 4

for the establishment and operation of a central testing program which could be acceptable to all U.S. academic institutions and interested governmental and private agencies. A full report on the proceedings of the conference will be issued at a later date. ■

ETL Sets Up New Division

ON December 15, 1960, Electronic Teaching Laboratories, Inc., established its Teaching Research and Technology Division. The present director is C. G. Hall, Jr. The principal function of TR&T is to provide support for ETL's operations and projects. This includes, in addition to research and development in the field of educational and electronic improvement, an inquiry and consultation service on problems concerned with the teaching of modern foreign languages. The division's newsletter, *Communicate*, issued bi-monthly, summarizes news and notes on language teaching and other related fields, and presents abstracts and comments on the latest publications.

Tape Duplicating Service

In response to a general demand for materials which had been created at several of its overseas installations, ETL established a tape duplicating service, which now also acts as a duplicating and distributing center for tapes available from the Foreign Service Institute of the Department of State as well as the Center for Applied Linguistics. In performing this service, ETL cannot accept responsibility for technical inadequacies in tapes not produced directly under ETL supervision. Tapes are made available on a cost basis. Currently available are the following: FSI tapes: *French Basic Course* [two-volume text currently available from the U.S. Government Printing Office]; *Castilian Spanish*; *Latin American Spanish*; *Cambodian*; *Hindi*; *Persian*; *Turkish*—CAL tapes: *Contemporary Arabic*. Available in the near future—FSI tapes: *German*; *Greek*; *Brazilian Portuguese*; *Russian*; *Mandarin Chinese*; *Peking Chinese*. Inquiries and correspondence should be directed to Teaching Research and Technology Division, Electronic Teaching Laboratories, Inc., 5034 Wisconsin Avenue, N.W., Washington 16, D.C.

Kentucky is Host to Fourteenth Annual Conference

ON April 27-29, 1961, the University of Kentucky served as host again for the Fourteenth University of Kentucky Foreign Language Conference. According to the statistical report of the Directors, the conference was attended by approximately 800 persons from 39 states and 15 foreign countries, representing 293 institutions, including colleges and universities, elementary and secondary schools, churches, seminaries, and embassies, with interests in 60 languages. Social activity centered in six group luncheons and the annual dinner. The guest speaker was George P. Faust, Head, Centers Unit, Language Development Section, U.S. Office of Education, and Professor of English, University of Kentucky.

The Linguistics Section met on April 28 (Lee S. Hultzén, University of Illinois, presiding) and April 29 (Albert H. Marckwardt, University of Michigan, presiding). During these two sessions fourteen papers were presented. ■

Correction: In the June issue of the *Reporter* the publisher of the revised edition of the *Manual and Anthology for Applied Linguistics* (ed. Simon Belasco) was mistakenly given as Henry Holt and Company. The actual publisher is D. C. Heath and Company. The Center regrets this error.

SYMPOSIUM—from page 7

Dr. Sebeok. Positive action was initiated on half a dozen proposals; another meeting has now been scheduled for October 30, 1961, in Washington, D. C. Those interested in further particulars are invited to communicate with Dr. Sebeok, at the Center for Advanced Study in the Behavioral Sciences, Stanford, California. ■

THE LINGUISTIC REPORTER

Newsletter of the Center for Applied Linguistics of the Modern Language Association of America
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OCTOBER 1961

The Center Concept in Language and Area Studies

by Donald N. Bigelow

[Dr. Bigelow, Head, Centers Unit, Language Development Section, U. S. Office of Education, here reports unofficially on a project undertaken by the American Council on Education in 1960-1961, at which time he was a member of the Council's project staff and co-author, with Joseph Axelrod, of the technical report referred to below]

LINGUISTS AND language teachers alike have combined forces with the humanists, historians and social scientists in forming language and area centers throughout the country. At the last count (1959), there were almost a hundred programs devoted to graduate study in one foreign area or another and most of them offered some sort of language training. Since then, however, under the provisions of the National Defense Education Act (NDEA) of 1958, several

of those programs were greatly expanded and new centers were established. Meanwhile, under different auspices, other programs have also been started.

Great impetus is being given to the development of a common educational program which transcends the traditional preoccupation of American institutions of higher education with Western civilization. Undoubtedly, the NDEA has made a major contribution to this end. It was this particular legislation that helped to focus attention on the teaching of neglected modern foreign languages (previously underscored by only a few professional organizations) and it was this act which helped to bring a better balance between language and area, previously not undertaken except in a few places. But, additionally, the NDEA is significant because it is the first major

instance of federal funds being used for instructional purposes in the humanities and the social sciences in higher education, and this without a single charge of federal interference after two full years of operation at thirty colleges and universities.

Because of the significance of this joint enterprise between the Office of Education and American universities, and also because of the need for collecting and analyzing the large amount of fresh information about language and area studies, the American Council on Education, under contract with the United States Office of Education, conducted an inventory of resources and practices of the forty-six NDEA Language and Area Centers in operation as of September, 1960. At that time, nineteen NDEA centers were in their second year of federal support and twenty-seven were about to commence. (A forty-seventh center was added for 1961-62.) At each center a member of the Council's project staff took an individual inventory and the final Technical Report, based on these forty-six separate inventories and on other information as well, was submitted to the Office of Education last August. A revised edition of the report will be published by the American Council on Education in January, 1962. This article is an attempt to indicate an issue of central importance which is developed in the report and, at the same time, to show something of the nature of the report.

The Center Concept

What is referred to as "the center concept" is discussed briefly in the first section which, if the report said nothing else, indicates the need for a full study of this vital and pervasive force in American higher education, a force that may eventually cause a re-examination of the scope of the liberal arts. The concept is broad and embraces the study of the uncommonly taught languages of the world along with "area" coursework in



U. S. Office of Education

NDEA Center. Professor with students at the State University of Iowa.

See Center, 2, Col. 1

those non-Western civilizations that speak them. While the report indicates that the exact place of the science of structural linguistics on most campuses "is both puzzling and unsatisfactory," the center concept considers linguistics basic to language instruction and highly relevant to area instruction as well, if at the same time something of a catalyst. The center concept highlights the new and serious concern higher education has in the civilizations of the world heretofore dismissed as inferior or unimportant or as possessing "no worthwhile literature." Not only does the concept focus on non-Western cultures but it emphasizes more strongly and more persuasively than ever before the interdisciplinary approach as a method of teaching and of research. It emphasizes, also, a more meaningful and pragmatic method of teaching modern foreign languages. Without any doubt, the center concept touches the college curriculum on many levels.

Language and Area Studies

The report traces the independent and simultaneous growth of the "new" or improved methods of language instruction on the one hand, and the gradual and more orderly development of "area studies" on the other. Historically, the latter precedes the former and, until recently, has been the stronger twin. It goes back at least to 1915 when the University of Texas had an incipient Latin America "center." But its basic philosophy and more scholarly beginnings were not identifiable until almost two decades later, when the Committee on Indic and Iranian Studies of the American Council of Learned Societies formally discussed the matter of area studies in terms of South Asia which, it claimed, could be more properly studied by applying "the combined techniques of a number of different intellectual fields" rather than insisting the whole area be "covered" by a single specialist, i.e., a Sanskritist. During this same period there were other, often unrelated, attempts to create the language and area concept based on the notion that it was necessary to supplant the single scholar in a non-Western civilization with a group of specialists representing several disciplines. This idea remains the core of the concept.

Originally, teaching modern foreign languages was not usually considered basic to area studies. Not only were

there no materials for teaching the uncommon modern foreign languages and only a few teachers, but the old arguments used about the teaching of the *common* modern foreign languages, i.e., French, German, Italian and Spanish, often prevailed. Learning a language so that one could read "good literature" remained the order of the day, and symbolized the arguments that helped to delay the teaching of the uncommon languages. Although the foundations were to play a significant role in establishing some language and area centers (and in helping them stay in business), they too were not easily or quickly convinced by the early demands of some scholars who insisted that the teaching of the modern uncommon foreign languages should be encouraged. But the foundations only reflected in part the confused thinking that existed on campuses which originally were quite unsympathetic toward any proposals for language study, common or uncommon. The story of the battle to get social science oriented centers to give the social sciences (and even in some cases some of the humanities) their due is a tangled one with a good deal of academic narrowness of view running through it.

Nonetheless, it was the Rockefeller Foundation that eventually took the lead in the direction of supporting foreign language study. Especially significant were its grants to the American Council of Learned Societies for an intensive language program in 1941 (but excluding any study of French, Spanish, Italian or German) and, after the war, to the Modern Language Association of America (which subsequently led the language profession in its drive for more and better modern foreign language teaching). The report indicates the other contributing factors in the growth of the concept as well, including the often quite misrepresented so-called "Army Method" of language training, known as the Army Specialized Training Program (ASTP).

Linguistic Science

As the report noted, the ASTP is of great consequence, if for no other reason than it was the first large-scale application of the findings of linguistic science to language teaching and happily started an association between linguistics and the teaching of the modern uncommon languages of the world which is now in full swing. For under the provisions of the NDEA, many much-

needed basic courses, grammars, and readers in the neglected languages are being produced by linguists who have continued the work they started in wartime. More than any other single factor in the whole and often confusing picture of area studies, it is the work of the modern linguist (so often sponsored by the NDEA) that is defeating the old arguments against teaching the modern foreign languages. This is one of the modern miracles of the academic world. For, as the report shows, linguistics is playing a vital role at many NDEA centers, both on the theoretical level and on the applied level. But more importantly, it is the plinth on which rests the present and future study of the uncommon languages.

Notwithstanding the vitality and power of the center concept (which with variations is the *modus operandi* of all language and area centers), and in spite of the force which it is given on many campuses by certain teachers and administrators, "the overwhelming majority of NDEA center administrative and teaching personnel" have reservations about encouraging the growth of language and area programs. Arguments abound. The interdisciplinary approach is looked upon with disfavor; academic disciplines, always willing to hide in their departmental citadels, are chary of teaching "cooperative courses" with members of other disciplines; non-Western coursework is suspect and, particularly, many faculty members feel that area work tends to take the student away from more basic, important work. Disagreeing with and only slightly misquoting President Coolidge, some seem to express the opinion that the business of the American student is not business but America and Western civilization. Finally, there is the basic problem of *how* modern foreign languages (common and uncommon) should be taught and the audio-lingual approach, which is described fully in Appendix B of the Report, is shown to be a matter of serious concern on many campuses where it is the subject of heated arguments and often great ignorance. The debate will undoubtedly continue, but meanwhile the center concept proliferates as the work of the linguists proceeds, as the leadership, already sizeable, continues to grow on and off the campus and, particularly, as the need for further understanding of the international community in which

See Center, 3, Col. 1

we live becomes more and more pressing.

The Future

The final section of the report deals with the future life of the Centers and discusses some of the problems. The proper balance between language and area, the degree of undergraduate participation and the extent to which language training alone should be sponsored (in the form of summer intensive courses), are among the questions raised. And there are others. The fact is that for the present the big question is not whether there should be centers, but what direction they ought to take. Their influence upon their institutions and upon education generally is still to be determined. While in the case of NDEA Centers there is no evidence that the national interest and the purposes of American higher education have been in conflict, the future of language and area studies will require a more orderly development than in the past to avoid possible conflict among the universities themselves. Indeed anything short of a long-range plan, national in scope, may result in inadvisable duplication, over-emphasis, or a lack of emphasis in some areas and in some languages. The report specifically suggests that there is the need for a high-level planning committee which, in consultation with the various professional language and area groups, the universities, the foundations, and the government, should take the initiative in considering all phases of language and area study for the next twenty years. Higher education can not continue to avoid what ought to have been an essential preliminary in the establishing of programs so crucial to the next generation of Americans.

Linguists wanted

GEORGETOWN UNIVERSITY *English Language Program in Turkey needs teachers with an M.A. and experience in linguistics. Qualified persons please contact Dr. John Bordie, 1715 Massachusetts Avenue, N.W., Washington 6, D.C.*

U. S. LINGUISTIC SCHOLAR *needed for two-year stay in India, to lecture on elementary linguistics, guide research fellows, to contrast languages of India with English as basis for new material for teaching English. Interested linguists please contact Charles A. Zisa at the Center.*

THE CENTER FOR APPLIED LINGUISTICS is a non-profit, professional organization established in 1959 as a unit of the Modern Language Association of America. The purpose of the Center is to serve as a clearing house and informal coordinating body in the application of linguistic science to practical language problems.

THE LINGUISTIC REPORTER is published bimonthly by the Center as a newsletter in the field of applied linguistics. All correspondence should be addressed to the Editor, *The Linguistic Reporter, Center for Applied Linguistics, 1346 Connecticut Ave., N.W., Washington 6, D.C.* There is no charge for subscription to the LINGUISTIC REPORTER, and all portions of the publication may be reproduced without permission of the Center.

Joint Conference on "Neglected" Languages

by Austin E. Fife

[Dr Fife is chairman of the Department of Languages at Utah State University. He was formerly coordinator of research for "neglected" languages in the U. S. Office of Education]

A CONFERENCE on languages not commonly taught in American colleges and universities was held at the Brookings Institution, Washington, D.C., on March 27-28, 1961, under joint sponsorship of the Modern Language Association of America and the U.S. Office of Education. The purpose of the conference was to assess our national resources, to project, in *grosso modo*, the national needs for programs of development for the "neglected" languages; and to explore techniques for the coordination of the accelerated efforts in this field by the universities, government, the foundations, and other institutions.

Twenty-eight experts were chosen to represent the major language families of the world, linguistics, government agencies having a major interest in neglected languages, the foundations, the Modern Language Association of America, and the Language Development Section, U.S. Office of Education.

Thirteen recommendations were formally accepted by the conference covering the following areas: a list of major world languages (Recommendation No. 1) [see page 4]; priorities for the development of language learning tools (No. 2); a national lexicographical center (No. 3); the analysis of languages, support for both applied and non-restrict-

tive linguistic research, and programs for training in linguistics (Nos. 4, 5, and 7); training programs for neglected languages (pre-collegiate and collegiate, overseas training centers, endowed professorships, and specialized programs) (Nos. 8, 9, 10, 11, and 12), the preparation of handbooks on language and area (No. 6); and other areas of concern in the development of neglected languages (No. 13).

Fourteen work papers were discussed in the fields indicated: (a) underlying considerations, and basic policy and curricula for neglected language programs (eight papers). (b) the language families of the world which had not already been considered in a series of national conferences sponsored by the U.S. Office of Education (African languages, one paper, languages of northwestern and middle Europe, three papers; Amerindian languages, one paper); (c) linguistics and the development of neglected languages (one paper) (d) university language centers abroad (one paper).

The conference was organized by Austin E. Fife, with the assistance of Marion L. Nielsen, also of Utah State University. The Center for Applied Linguistics was responsible for local arrangements in Washington. A full report on the conference, entitled "Report of the Conference on Neglected Languages," has been submitted to the U.S. Office of Education. Portions of this final report are to be published shortly by the Modern Language Association of America.

MAJOR LANGUAGES OF THE WORLD

[The following statement and list constitutes Recommendation No 1 of the Conference on Neglected Languages held in Washington, D C, March 27-28, 1961]

1. The conference decided to establish a list which is partly generic and partly areal, in three columns. (I) national languages, (II) languages other than national languages of major regional and cultural significance, and (III) other languages to be considered. Sequence on the list is as follows: Indo-European; Dravidian; Afro-Asiatic; African; other East and Southeast Asian languages; Uralic-Altaic; Amerindian; others. Of these groupings, the Indo-European and Afro-Asiatic are linguistic families, Uralic-Altaic is a grouping of two families. English, French, German, Italian,

Spanish, and Russian, though not considered "neglected," are listed in parentheses for the sake of completeness.

2 It was further agreed that a parallel grouping across the three columns should be established to indicate, in *grasso modo*, the generic relationships between the languages of each column. This was done following a consensus among participants that, for some programming purposes, it would be more reasonable to operate on an area or generic basis, i.e., emphasizing a language of column I, but encompassing also parallel languages in columns II and III. This group approach was strongly endorsed by conference specialists representing sub-Saharan Africa, Middle Europe, Southeast Asia, the Scandinavian languages, and those of Central Asia

3 In the case of the sub-Saharan languages it is to a large extent impossible to identify which are or may become "national". The conference decided to accept the recommendations of Welmers' work paper (Appendix No 3) as its recommendation, and the manner of their placement on the list is intended as an implementation of these recommendations. In the case of sub-Saharan languages, priorities should be assigned not to individual languages, but to groups of related languages. The highest priority assigned to the group could be claimed by a program for any language or languages of the group. On the list, within each group, the most likely "starting point" language(s) has/have been listed in column II, the remainder in column III.

I. National languages	II. Languages of major regional or cultural significance	III. Other languages to be considered		
(English) (German) Dutch Afrikaans Swedish Danish Norwegian Icelandic Albanian Greek (Russian) Czech Polish Serbo-Croatian Bulgarian (French) (Italian) (Spanish) Portuguese Rumanian	Sierra Leone Creole Ukrainian Bielorussian Slovak Slovenian Macedonian	Creole (Haitian) Catalan	Tamil Kannada Malayalam Telugu Amharic Arabic Contemporary 2 Egyptian Syrian Iraqi Maghrebi Saudi Sudanese Hebrew Somali	Tigrinya Galla Sidamo Shilha Rif Kabyle Hausa
Persian Pashto Hindi/Urdu Nepali Singhalese Bengali	Lithuanian 1 Lettish 1 Armenian Tajik Kurdish Gujerati Marathi Punjabi Sindhi Bihari	Kashmiri Rajasthani	Fula Bambara-Maninka Moré Akan Yoruba Ibo Sango-Ngbandi	Wolof Themne Kpelle Mende Senari-Suppire Kru-Bassa Anyi-Baule Ewe-Fon Bini Efik-Ibibio, Tiv Zande Kanuri

	KiKongo LuNgala	Fang-Bulu LoMongo-LoNkundo UMBundu KiMbundu CiCokwe	Indonesian/Malay Malagasy	Javanese Sundanese	Balinese Menangkabou Madurese Ilocano Vsayan
	ChiLuba	KinyaRuanda KiRundi IciBemba	Tagalog		
	IsiZulu	IsiXhosa SeSotho SeTswana SiPedi	Hungarian Finnish	Estonian ¹	Karelian Zyrien Votyak Cheremis Mordvin
	Shona	Thonga ShiTswa	Turkish	Azerbaijani Uzbek Kazakh Kirghiz Turkoman Uighur (Turki)	Chuvash Bashkir Yakut
Swahili		KinyaMsezi-Sukuma KiKuyu ChiNyanja IMakua	Khalkha		Buryat Chakhar Kalmyk
	LuGanda	LuNyoro	Korean		
	Achooli-Luo	Nuer Dinka Nubian		Quechua Guarani	Nahuatl Quiche Yucatec
Burmese		Karen		Georgian	Basque
Chinese (Mandarin)	Fukienses Cantonese Shanghai Tibetan				
Japanese					
Thai/Laotian Cambodian Vietnamese		Shan Mon			

1. Although the U.S. does not recognize the absorption of Latvia, Lithuania, and Estonia by the U.S.S.R., the conference has listed Lithuanian, Lettish, and Estonian, as has the 1961 Britannica Yearbook, under the U.S.S.R. rather than as national languages.

2. Term adopted by the International Conference on the Teaching of Arabic to Non-Arabs, held at Madrid in September, 1959. It refers to the modern written Arabic used in all Arabic-speaking countries.

Uralic and Altaic Studies at Indiana

INDIANA UNIVERSITY at Bloomington, Indiana offers a full program in the field of Uralic and Altaic languages and linguistics. The program in Uralic and Altaic Studies is a separate unit of the University Graduate School, with a faculty of six: Professors Fred W. Householder, Jr.; Alo Raun; Thomas A. Sebeok (Chairman); Visiting Professor Denis Sinor; Associate Professor Felix J. Oinas; and Assistant Professor John R. Krueger.

The current curriculum includes, in addition to a general survey course in Uralic Linguistics and another in Altaic Linguistics, accelerated first and second year courses in Hungarian and Finnish (with Turkish and Korean being planned for the near future). Among additional courses being offered this semester are Old Turkish, Comparative Turkic, and Classical Mongolian.

Since 1960, Indiana University—in cooperation with Mouton & Co of the Netherlands—has sponsored a Uralic and Altaic Series. Six monographs are now available:

Vol. 1. *American Studies in Uralic Linguistics*, edited by the Indiana University Committee on Uralic Studies (1960)

Vol. 2. *Buriat Grammar*, by Nicholas N. Poppe (1960)

Vol. 3. *The Structure and Development of the Finnish Language*, by Lauri Hakulinen (trans. by John Atkinson) (1961)

Vol. 4. *Dagur Mongolian Grammar and Vocabulary*, by Samuel E. Martin (1961)

Vol. 5. *An Eastern Cheremis Manual: Phonology, Grammar, Texts, and Glossary*, by Thomas A. Sebeok and Frances J. Ingemann (1961)

Vol. 6. *The Phonology of Modern Standard Turkish*, by R. B. Lees (1961)

Two additional monographs are in press:

Vol. 7. *Chuvash Manual*, by John R. Krueger

Vol. 8. *Buriat Reader*, by James E. Bosson (supervised and edited by Nicholas N. Poppe)

Thomas A. Sebeok serves as Editor of the series, with all members of the faculty as Associate Editors. The board of Consulting Editors consists of John Lotz

See Uralic, 8, Col. 1

SCHEDULE OF MEETINGS

- November 16-19. *American Anthropological Association (Annual Meeting)*. Philadelphia, Pennsylvania
- November 23-25. *National Council of Teachers of English*. Philadelphia, Pennsylvania
- December 1-2. *Seventh Annual Conference on Linguistics of the Linguistic Circle of New York*. New York City
- December 27. *National Council of Teachers of English (College Section)*. Chicago, Illinois
- December 27. *College English Association*. Chicago, Illinois
- December 27-29. *Speech Association of America*. New York City
- December 27-29. *Modern Language Association of America*. Chicago, Illinois
- December 28. *American Association of Teachers of Italian*. Chicago, Illinois
- December 28. *American Dialect Society*. Chicago, Illinois
- December 28. *American Studies Association*. Chicago, Illinois
- December 28-30. *Linguistic Society of America*. Chicago, Illinois
- December 29-30. *American Association of Teachers of Spanish and Portuguese*. Chicago, Illinois
- December 29-30. *American Associations of Teachers of French, German, and Slavic and East European Languages*. Chicago, Illinois
- December 29-30. *American Name Society*. Chicago, Illinois
- December 30. *National Federation of Modern Language Teachers*. Chicago, Illinois

Ninth International Congress of Linguists

THE NINTH International Congress of Linguists, under the presidency of Einar Haugen, will be held in Cambridge, Massachusetts, at Harvard University and at the Massachusetts Institute of Technology, from August 27 to August 31, 1962. The Congress will have five plenary sessions, twelve section meetings, and an as yet undetermined number of group meetings. The topics and rapporteurs for the plenary sessions are: "On the Methods of Internal Reconstruction," J. Kurylowicz; "Levels of Linguistic Analysis," E. Benveniste; "Structural Variation in Language," A. Martinet; "The Logical Basis of Linguistic Theory," N. Chomsky, and "Linguistic Aspects of Translation" (rapporteur invited). The section meetings, which will consist of four contributed papers each, have ten-

tatively been assigned the following topics: Mathematical Linguistics, Phonetics and Phonemics, Linguistic Geography, Stylistics, Morphology and Morphophonemics, Technology and Linguistics, Linguistic Change, Problems of Syntax, Methods and Materials of Language Teaching, Language Universals, Structural Semantics, and Language and Society. Contributed papers that cannot be accommodated within the sections or refer to topics other than those planned for the sections, will be read at special group meetings held each day. Persons interested in receiving the official announcement of the Congress are asked to write to the Secretariat, Ninth International Congress of Linguists, Room 14N-307, M.I.T., Cambridge, Mass.

British and American English: Short Stories and Other Writings. A Comparison with Comments and Exercises. By John Millington Ward. London, etc.: Longmans, 1961. xi + 237 pp.

A reader intended for advanced students of English, with selections from both American and British sources, about equal space being given to each. The selections are grouped into three sections: fourteen short stories, excerpts from two plays, and six essays. At the end of each chapter there is a biographical note on the author, comments on important differences between British English and American English which have occurred in the selection, and exercises. The exercises make provision for oral work, and include such items as illustrating the meanings of words in original sentences, explaining the meaning of idiomatic expressions, answering questions on the text, using prepositions correctly, turning "direct speech" into "reported" or "indirect speech," punctuating given passages, and many others. Each chapter ends with discussion and composition topics. Footnotes serve to provide comments and explanations of difficult words and expressions.

Conversational English: English as a Second Language. By Angela Paratore. Englewood Cliffs, N. J.: Prentice Hall, Inc., 1961. xii + 83 pp.

This attractive paperbound booklet is designed to give supplementary oral-aural training to adult learners of English who are not beginners, but who need practice in speaking and hearing the language. The emphasis is on selected points of grammar, especially constructions and usages which employ auxiliary verbs. Group recitation and memorization, and repetitive drills are among teaching devices the author suggests for use with the text. The book is divided into thirty lessons, with each lesson roughly designed to cover two or three hours of work per week. There is usually a dialog for memorization, followed by dialog drill, dialog notes and various exercises, a few making use of numbered illustrations for drill purposes. Accent marks and arrows are used to help the teaching of stress and intonation.

English Language Teaching and Television. By S. Pit Corder. London Longmans, 1960. iv + 107 pp

This book is based on a year's work done by the author at the School of Applied Linguistics of the University of Edinburgh. It discusses the characteristics of television as a medium of instruction, making a distinction between "televised instruction," and "instructional television," which makes use of "every favorable characteristic which TV possesses to refine and hasten the learning process." There are chapters on television in education, the controlling variables of the learner, the psychology of learning, the cost of television, language teaching, technical considerations of production, methodology for TV, principles of selection and grading of contextual material, the student's book, etc., with extensive bibliographical references at the end of each chapter.

Foundations for English Teaching: Including a Corpus of Materials Upon Which to Build Textbooks and Teachers' Guides for Teaching English in Japan. By Charles C. Fries and Agnes C. Fries. Published for the English Language Exploratory Committee. Tokyo Kenkyusha Ltd., 1961. xiii + 382 pp. + 4 pp. of illus.

This book, representing the oral approach, was prepared to provide basic materials for a series of textbooks through which to teach English to students of Japanese linguistic and social-cultural background. Though primarily intended for the lower secondary schools in Japan, the material, the authors say, can serve as the basis for textbooks for older learners, even at the college level. The book is divided into six chapters, the first five of which deal with the "corpus": I, the Nature and Function of the Corpus, II, The Text of the Corpus (some 223 pages), III, The Structural Content of the Corpus; IV, The Situational and the Lexical Content of the Corpus; V, The Dialog Form of the Corpus and Teaching. The "corpus" of material, in this context, "contains all the vocabulary and all the structures to be mastered in a limited course of study. . . It presents all this material through consecutive dialog in a tightly woven sequence of basic contrasts." To be useful, this "corpus" must be organized and presented in units for classroom teaching in textbook form. Chapter VI contains supplementary materials on pronunciation, reading, and writing.

Modern English: A Self-Tutor or Class Text for Foreign Students. By Neile Osman London, Melbourne: Angus and Robertson, 1959. xvi + 240 pp. illus.

An elementary course in English designed for newcomers to Australia who already have learned some English. An Introduction of eight pages explains the aims of the book, how to use it, and outlines English pronunciation, suggesting an English-speaking model as informant and guide with the sounds. The rest of the book consists of eighteen lessons, each organized round a major grammar point such as the present continuous tense, mid-position adverbs, the present perfect of regular verbs, the "-ing" form of the verb with another (main) verb in the sentence, prepositions after adjectives, etc. Lessons consist of sections on grammar, spelling, and pronunciation, and a reading passage and exercises to which answers are appended (pp. 211-240). The book lays more

emphasis on "sentence patterns" than on vocabulary. Cultural content does not appear distinctly Australian.

A Practical English Grammar for Foreign Students. By A. J. Thomson and A. V. Martinet. London. Oxford University Press, 1960. vii + 311 pp.

This is a concise, usage-oriented outline description of the construction of written British English. It is intended primarily for intermediate and advanced adults, but is also suitable for senior forms in secondary schools, both for reference and for study. Graded exercises are available for use with the text, which is not itself graded. The approach is largely traditional, but the explanations are simple and clear. No attention is given to pronunciation. The book contains copious examples, and has a very useful dictionary of "verbs + prepositions/adverbs." The last twenty-nine pages contain a comprehensive index.

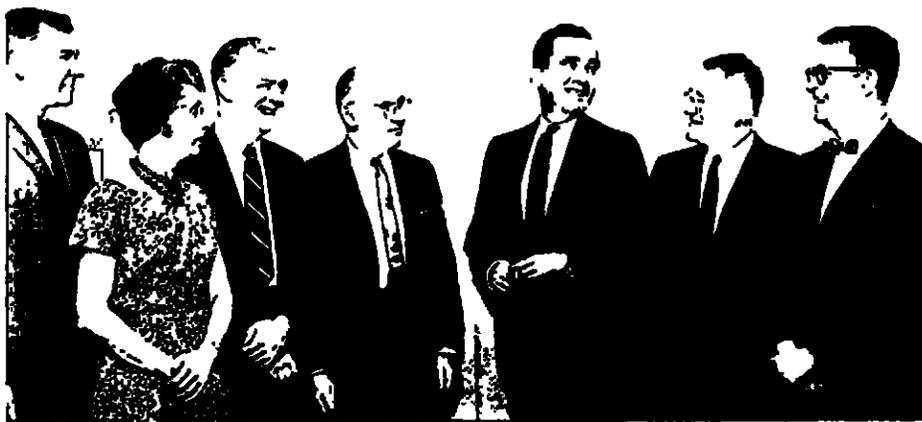
USIA Names English-Teaching Advisory Panel

APPOINTMENT of an English-Teaching Advisory Panel to advise the US Information Agency on its English teaching programs overseas was announced on September 6, 1961, by USIA Director Edward R. Murrow.

Headed by Albert H. Marckwardt, Director, English Language Institute, University of Michigan, the panel consists of Thomas L. Crowell, Jr., Assistant Professor of English, Hunter College, David P. Harris, Director, Amer-

ican Language Institute, Georgetown University; Betty W. Robinett, Assistant Professor of English, Ball State Teachers College, Muncie, Indiana, and W. Freeman Twaddell, Professor of Linguistics and German, Brown University.

The panel works in conjunction with the Agency's Advisory Committee on Cultural Information and will meet periodically to advise USIA on materials and techniques used in its English teaching activities.



U S Information Agency

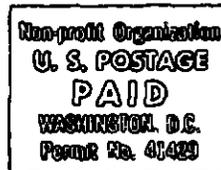
First Meeting of Panel (l. to r.) David P. Harris, Betty W. Robinett, Thomas L. Crowell, Jr., Albert H. Marckwardt, Edward R. Murrow, W. Freeman Twaddell, William Handley.

THE LINGUISTIC REPORTER

Newsletter of the

CENTER FOR APPLIED LINGUISTICS

1346 Connecticut Avenue N.W. Washington 6, D.C.



URALIC—from page 5

(Columbia University), Samuel E. Martin (Yale University), Nicholas N. Poppe (University of Washington), Omeijan Pritsak (University of Washington), Andreas Tietze (University of California, Los Angeles), and Lewis V. Thomas (Princeton University). ■

CAL publications

Contrastive Studies in Linguistics A Bibliographical Checklist W. W. Gage	\$.75
Damascus Arabic C. A. Ferguson, M. Ani & others	\$ 3.50
Hindi Basic Course Units 1-18 J. M. Harter & others	\$ 3.50
Hindi Basic Reader J. M. Harter & others	\$ 1.50
Interim Bibliography on the Teaching of English to Speakers of Other Languages Sirarpí Ohannessian	\$.75
Introducción a una comparación fonológica del español y del inglés D. N. Córdón	\$ 1.25
Lessons in Contemporary Arabic Lessons 1-8 C. A. Ferguson & M. Ani	\$ 4.50
Mandarin Chinese Units 1-6 N. C. Bodman	\$ 2.50
Problems of Americans in Mastering the Pronunciation of Egyptian Arabic Nancy M. Kennedy	\$ 1.00
Spoken Persian Units 1-5 C. T. Hodge & others	\$ 1.50
The Structure of the Arabic Language N. V. Yushmanov	\$ 2.00
Turkish Basic Course Units 1-5 C. T. Hodge & M. Agrali	\$ 2.25

New Abstracting Services

THE RECENT appearance of two new periodicals devoted to abstracts of articles in the field of applied linguistics is an indication of a growing professional concern with the problem of keeping informed about new developments in the field of modern language teaching. One of these periodicals is published in the United States, the other in England.

MLabstracts

According to the publisher's announcements, *MLabstracts* is devoted to "authoritative abstracts of international research and opinion relevant to the teaching of modern foreign languages from kindergarten to Ph.D." The qualification "authoritative" reflects an individual feature of the publication: the authors of the original article write their own abstracts. Each issue contains a cumulative index, which provides a one-line summary of every abstract previously

published. *MLabstracts* will appear in February, May, and November; the first issue was May, 1961. Correspondence should be addressed to *MLabstracts*, Orange County State College, Fullerton, California.

English-Teaching Abstracts

The British Council has announced publication of *English-Teaching Abstracts*, a quarterly review of studies related to English as a second or foreign language appearing in current periodicals. The first issue (Volume 1, Number 1, July, 1961), which was compiled from a survey of fifty educational and linguistic periodicals from all over the world, contains twenty-seven abstracts. Correspondence concerning the review should be sent to: The British Council, English-Teaching Information Centre, Albion House, 59, New Oxford Street, London, W.C.1.

Linguistic Clubs

THE CENTER will continue to publish in its *Linguistic Reporter* information on linguistic clubs, societies, and similar organizations. Previous issues (August, 1960, and April, 1961) contain such reports.

Metropolitan Linguistics Club of Detroit

The Metropolitan Linguistics Club of Detroit, Michigan is now in its third year, with a membership of about fifty persons, drawn mainly from Detroit and its surrounding communities, but also with several regular and honorary members from other parts of the country. Present officers are: Marvin Greene, *President*; Anne Muffoletto, *Secretary*. The aim of the club is to encourage linguistic research and its application to the teaching of English and foreign lan-

guages. The principal annual event is its *Spring meeting*, at which it joins with the Detroit public schools in a day-long series of meetings to hear addresses by guest speakers. Through its other meetings, its committees, its speaker's bureau, and cooperation with nearby educational institutions the club encourages teachers to become familiar with the concepts of structural linguistics and to incorporate them in their teachings. Publication at the present time is confined to mimeographed and dittoed material distributed to club members. A newsletter is planned. Correspondence may be directed to Anne Muffoletto, Secretary, Metropolitan Linguistics Club, 431 State Hall, Wayne State University, Detroit 2, Michigan.

THE LINGUISTIC REPORTER

Newsletter of the Center for Applied Linguistics of the Modern Language Association of America
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Fulbright Programs in Linguistics and the Teaching of English

by *Trusten W. Russell*

[*Dr. Russell is Executive Associate, Committee on International Exchange of Persons, Conference Board of Associated Research Councils; the following article is excerpted from the Annual Report to the Member Councils, 1960-1961*]

THE principles of applied linguistics developed by structural linguists during the past generation have produced a revolution in methods of foreign language teaching throughout the world, a revolution which is widely accepted as having its origin chiefly in the work of a comparatively small group of American scholars. During the past decade, the Conference Board Committee has been fortunate in having some of the outstanding leaders in this development as members of its advisory screening committee in linguistics and the teaching of English as a foreign language. The Fulbright program has, as a consequence, been able to play a considerable role in the introduction of structural linguistics, and of new methods of teaching foreign languages in a number of countries.

Coincident with the development of more efficient methods of teaching foreign languages, a tremendous wave of interest in learning English has overwhelmed public and private facilities for instruction in the countries of the Near East, Far East, Southeast Asia, and Latin America, where the use of English as a second language of wider communication is a basic element in the drive for economic advancement. In response to requests for aid from these areas, the Committee has nominated between twenty-five and thirty-five Fulbright grantees each year in linguistics and the teaching of English, a recruitment operation which has required unremitting effort by the

Committee's staff and continual guidance by the advisory screening committee.

Role of Linguistics

That the Committee was prepared to meet these requests and to play an important role in the application of linguistic science to the teaching of English is due in large part to the fact that Mortimer Graves was a member of the Committee at various times from 1948 to 1957. It was he who insisted from the beginning that only lecturer-consultants who possess a knowledge of structural linguistics should be sent abroad under the Fulbright program and it was he, in his capacity as Executive Director of the American Council of Learned Societies, who saw to it that leading scholars in linguistics were included on the Conference Board's advisory screening committee. In contrast with most other programs in English as a second language, which have concentrated on classroom teaching, the objective of the Fulbright program as established by the advisory screening committee has uniformly been the development of centers of linguistic research and teacher training in the host countries so that these countries might develop their own resources, their own methods and texts, and their own programs of teacher education.

In the Philippines, for example, it was a succession of fifteen Fulbright grantees between 1949 and 1957 who initiated a country-wide attempt to improve the training of English teachers, an effort which led in 1958 to the establishment of the Philippine Center for Language Study in Manila and an extensive program of teacher training and development of experimental teaching materials under

the direction of the University of California at Los Angeles with funds supplied by the Rockefeller Foundation. Clifford H. Prator, of the University of California at Los Angeles, Fulbright lecturer at the University of the Philippines in 1948-49, was the author of a ninety-six page report on English language teaching in the Philippines which has served as the basic guide for the UCLA project. He has also served as supervisor of the project. Since 1958, twelve additional Fulbright grantees have served in the Philippines whose activities have been coordinated with the UCLA program.

In Thailand, Edward M. Anthony, University of Michigan, served as coordinator of a Fulbright teaching of English project in 1955-56 and 1956-57 prior to assuming over-all direction of the ICA teaching of English project which since 1958 has been carried on in Viet Nam and Laos as well as in Thailand. The success of the Thailand teaching of English program is doubtless largely responsible for the multiple-award teaching of English project which will be initiated in 1961-62 by the binational Fulbright Foundation in Burma. Merrel D. Clubb, Jr., Montana State University, who served as Fulbright lecturer-consultant in Egypt in 1955-56, is now in Rangoon on a Fulbright grant to aid in preparing for the program which will begin next June.

The application of structural linguistics to the methodology of teaching English as a second language was introduced in 1954-55 in Egypt by a team of Fulbright lecturer-consultants headed by W. Freeman Twaddell of Brown University, who is a member of the Conference

See Fulbright, 2, Col. 1

FULBRIGHT—from page 1

Board's advisory screening committee. Although Professor Twaddell and his team engaged in classroom teaching and in the conduct of seminars for Egyptian teachers of English, their efforts were directed chiefly toward persuading the Ministry of Education and the English Inspectorate to release some of the most promising young Egyptian teachers for a year of linguistic study in the United States. As a result, three Egyptian instructors received Fulbright travel awards supplemented by Smith-Mundt grants for linguistic study at the University of Michigan in 1956 and successive groups of three each came to the University of Texas in 1957 and to Cornell University in 1958. The caliber of the Egyptian students was outstanding and their study programs, originally directed toward completing a master's degree, were extended to advanced work leading to the doctorate, an extension which was made possible by Rockefeller grants of \$75,000 to each of the three universities. A recent communication from Egypt outlines an ambitious program of one-month workshops for teachers of English, with the aim of developing teaching materials and special teacher training courses in the use of materials. The project will be under the direction of the Egyptian teachers who have completed their doctorates in the United States. The Ministry of Education has asked American linguists to serve as consultants for the project.

Country-wide teaching of English programs have been recently initiated under Fulbright auspices in Colombia, Ecuador, and Iran. Added impetus to the English language program in Colombia will be given this fall by the establishment of an institute for the training of English teachers in Bogota under a grant of Public Law 480 funds to the University of California at Los Angeles. John W. Martin of UCLA, who served as coordinator of the Fulbright English language program in Ecuador last year, will be resident director.

In Italy also the Fulbright program has aided in the introduction of scientific theories of language and language training into the teacher training field. Albert H. Marckwardt of the University of Michigan, a member of the advisory committee, conducted the first summer seminar for Italian secondary school teachers of English in Catanzaro in the summer of 1954. Since then, Fulbright lecturers and teachers, with the coopera-

tion of USIS officers, have assisted in the conduct of regional and national seminars and experimental classes each year. The Fulbright lecturers have created experimental teaching materials which have been widely tried out in secondary schools throughout Italy, and have aided in the establishment of a language laboratory at the School of Education attached to the University of Rome. The present Fulbright lecturer serving as coordinator of the Fulbright team in Italy, Paul Roberts of San Jose State College, estimates that nearly a quarter of the English teachers in Italy have been reached through the Fulbright seminars. It should be noted that the Modern Language Department of Cornell University has most vigorously and generously supported the program in Italy almost from the beginning and that it is largely through the efforts of such senior professors as Robert A. Hall, Jr. and Fred Agard of Cornell University that many of the program's activities have achieved success. In 1960, the Italian Ministry of Public Instruction decided to undertake an ambitious in-service training program for the 1800 English teachers in the technical institutes, which constitute the most important segment in the Italian school system in the teaching of English. The plan of the Ministry was to put the teachers through ten-day, fifty-hour courses in English teaching methodology in the space of three years, after which a series of refresher courses would be given to bring the English teaching program in the technical institutes to a better and more solidly established level of effectiveness. To carry out this program, the Ministry turned to the binational Fulbright Commission, requesting that it undertake the operation and staffing of the seminars. It was clear to the Fulbright Commission that the request of the Italian government represented a breakthrough which the Fulbright program in its seven years of effort had been seeking and that where in the past the Fulbright lecturers and teachers had worked on the fringes of teaching of English activities in Italy, they would now proceed with the full cooperation of Italian authorities. In accordance with advisory committee policy, an attempt was made to win the support of a private foundation which would make it possible for a university, in this instance Cornell University, to assume over-all Fulbright responsibility in the conduct of the expanded program.

The necessary financial support was not gained, however, in time to accept the offer of the Italian Ministry of Public Instruction in mid-June of this year, and the program was preserved only by a timely grant of USIS funds which assures interim operation during 1961-62. It is hoped that by the spring of 1962, private funds will be available to establish a university-sponsored program.

Ann Arbor Conference

One of the most important projects of the Committee in the field of linguistics and the teaching of English during the past decade was a three-day conference of language teachers and linguistic scientists which the Committee sponsored jointly with the Linguistic Institute of the Linguistic Society of America at Ann Arbor, July 28-30, 1957. From the reports of Fulbright grantees and from numerous other sources, the advisory screening committee had become aware of the lack of communication between teachers of English as a foreign language and theoretical linguists. The Ann Arbor conference provided an opportunity for linguists and teachers to discuss the general application of linguistic techniques to the teaching of English as a foreign language, the development of teaching materials, and the status of linguistic research. Field reports by returned Fulbright grantees were followed by a discussion of technical problems involved in the preparation of teaching materials, of training methods, and of available research in language analysis. The conference was made possible by a grant of \$15,000 to the Conference Board Committee by the Ford Foundation and in retrospect the conference has assumed historic importance. The 5,000 copies of the conference proceedings, published as a special issue for June 1958 of *Language Learning*, have had world-wide distribution and have served as guides for teaching of English programming in many countries and as a basic text for teaching and reference purposes in a number of American universities. It should not go unmentioned that the transcription of the tape-recorded proceedings of the conference and the editing of the report was done by the Conference Board Committee's staff. It is generally recognized that the conference and the ensuing report have, moreover, had at least some influence in

See Fulbright, 3, Col. 1

establishing the teaching of English as a foreign language as a distinct profession and have helped also to convince those who hold responsibility for the organization and administration of programs of instruction both here and overseas of the advantage of applying the findings of linguistic science to the methodology of instruction in foreign languages.

One of the results of the Ann Arbor conference was a proposal to establish in Washington a center for Applied Linguistics, a proposal which had been discussed by the Conference Board's advisory screening committee for some years. It seemed obvious to the 1958 participants in the Ann Arbor conference that such a center was much needed for promoting the training of personnel in applied linguistics, the development of pedagogical and linguistic technology, and the establishment of channels of communication between linguists, psychologists, and language teachers. The recommendation for establishing a center made by the Ann Arbor Conference participants was a step forward, but the project still depended upon securing financial support and even more importantly, upon finding a director whose caliber and temper would assure the cooperation of scholars, teachers, and of academic and governmental administrators.

Fortunately, the Conference Board Committee's staff in carrying out its routine recruitment efforts made contact with Charles A. Ferguson of Harvard University. Professor Ferguson was interested in establishing a Center for Applied Linguistics and drafted a project which the Conference Board Committee then put before the Ford Foundation. The project was eventually approved without change by the Ford Foundation for a grant of \$200,000 and later proved to be acceptable to the Modern Language Association of America when this association was requested to assume formal sponsorship. At an international meeting of linguists in London in June 1961, it was stated that the Center "has become the vital American center for both short-term operational problems and the long-range general and theoretical concerns relating to second language training and research."

Fulbright projects in linguistics and the teaching of English as a foreign language offer a good example of the kind of coordination between universities, scholars, private agencies, and the government, which the Conference Board Committee is well equipped to achieve.

THE CENTER FOR APPLIED LINGUISTICS is a nonprofit, professional organization established in 1959 as a unit of the Modern Language Association of America. The purpose of the Center is to serve as a clearing house and informal coordinating body in the application of linguistic science to practical language problems.

THE LINGUISTIC REPORTER, the Center's newsletter, is published bimonthly; subscription is free. All correspondence should be addressed to the Editor, The Linguistic Reporter, Center for Applied Linguistics, 1346 Connecticut Avenue, N.W., Washington 6, D.C. Any article published in The Reporter may be freely quoted or reproduced, in whole or in part, without special permission.

The Current State of Linguistics and Language Studies

by Albert H. Marckwardt

[Dr. Marckwardt, Professor of English and Director, English Language Institute, University of Michigan, prepared the following paper as a working document for a conference on the Committee on Research Activities of the Modern Language Association]

THE history of linguistics over the past two decades is a combination of the progressive development of certain tendencies, the adaptation of new machine aids, some tentative interdisciplinary activities, and a notable lag in certain fields of study.

The progressive development is to be seen chiefly in the maturing of rigorous techniques for morphological analysis, following the pattern of the earlier development of phonemics. Syntactical studies are still hampered by lack of a well-defined and commonly agreed upon approach, in fact, the recent activities of the so-called transformationists and their emphasis upon generative as opposed to descriptive grammar are causing considerable controversy. In short, the "new" linguists of two decades ago are beginning to feel their age.

Impact of Electronics

Linguistic studies have felt the impact of electronics in two areas. Work with the sound spectrograph and the speech synthesizer has brought acoustic phonetics into a new prominence. Many phonemic concepts, particularly those concerning the suprasegmentals, have been restudied on an acoustic basis. The result has been refinement rather than

revolution. Computers have made possible the efficient handling of large masses of quantitative data, but as yet nothing startling has emerged. In machine translation, the necessity of programming for the computers has given considerable impetus to the transformational approach to syntax previously mentioned. One notable development is the emergence of such laboratories as the Haskins and the Rand Corporation as centers for and supporters of linguistic scholarship.

In the light of these developments it is not surprising to find some interdisciplinary work in mathematics and linguistics. Somewhat earlier the linguists and the psychologists indulged in a mild flirtation. This has resulted chiefly in some sound preliminary work in child language and a project which set out to test the Whorf hypothesis.

Most disturbing has been the continued drifting apart of linguistic and literary scholarship. The attempt to find in the study of prosody a common field of interest has demonstrated chiefly a marked degree of intransigence on both sides. Linguists have been less than convincing when they have applied their methods of structural analysis to literary texts. The most notable achievement here was the Conference on Style held at Indiana University in the spring of 1958, but the published results have caused little more than a mild flicker of interest.

The description of hitherto unanalyzed languages continues with vigor, partly

See *Linguistics*, 4, Col. 1

because of the impetus of the National Defense Education Act. There has been some application of modern structural concepts to the historical study of languages, although linguistically based teaching materials for earlier stages of the modern languages have not yet been created. Latin is a notable exception. Such materials for Gothic exist, but they have not yet been published. For the most common Indo-European languages, the period immediately preceding the modern has been least well-studied. For example, no competent study of Early Modern English has yet appeared, and I am inclined to believe that the same is true of German, French, Spanish, and Italian.

Unfortunately, linguistic geography has become one of the least active fields of study, due largely to the drying up of sources of support. It would be regrettable if the impetus given to the study of dialects in the late twenties and early thirties were to disappear altogether before the entire country had been covered. The various lexicographical projects now underway continue to make slow progress but are also hampered by lack of funds.

Applied Linguistics

The last decade has seen real progress in the application of linguistic principles to the study of foreign languages, and of English both as a native and foreign language. As a background for this, considerable effort is going into contrastive analyses, a number of studies are under way. The newest field of endeavor here is the programming of elementary language courses for use in connection with teaching machines.

During the recent past it has been relatively easy to find support for certain types of scholarly activity in linguistics and language study, whereas others have remained unaided. With respect to the future, the Modern Language Association can be most helpful in lending encouragement to those areas which have little potential for foundation or government support. It must also take cognizance of the manpower shortage in the entire field and of the fact that the calls for applying the science are so urgent that little time is left for pure research. Above all, we must increase our efforts to keep the linguist and the literary scholar interested in each other's problems.

Special Summer Program on India at University of California, Berkeley

FOR the second consecutive summer, the Department of Near Eastern Languages, University of California, Berkeley, has sponsored a new type of integrated approach to the study of India. The purpose of the twelve-week program (June 19-September 8) was to provide a year of language training along with an introduction to India's cultural and literary traditions for university graduate students, teachers, and professional personnel. Instruction consisted of an extensive first-year and second-year language course in Indian civilization. The formal instructional program was supplemented through special weekly lectures by South Asia specialists in the humanities and in the social sciences, as well as programs of films, Indian music, poetry recitations, and the like.

Student response to the basic program was gratifying. No less than thirty students participated in the first year Hindi course, necessitating the addition of a second section. One of the most successful aspects of the language course was the progress achieved by the students through the utilization for the first time of new audio-visual and written materials. The use of color slides photographed on the scene, and keyed to a specially prepared language text, made it possible to limit the use of English in the classroom. Three hours of daily classroom instruction were supplemented by a minimum of seven additional hours each week in the language laboratory with specially prepared tapes. The result was a remarkable improvement in Hindi pronunciation and command of idioms. In addition, slides also provided an introduction to Indian physical surroundings and cultural milieu, adding a new dimension to the course as well as facilitating the learning process. Eight of the students who completed the first-year summer course are now registered in the second year Hindi for the academic year 1961-62. Their performance so far is not appreciably below that of other students who had had a year of Hindi during the regular year. This seems to support the contention that twelve weeks of intensive summer work are roughly equivalent to a year's regular language work.

Advanced and Special Courses

The flexible nature of the summer program is illustrated by the other offerings in the language and non-language fields. Fifteen individuals were involved in various stages of advanced work on Hindi, Urdu, and Telugu. Instruction on this level was more individually oriented, catering to the varied interests and levels of competence. A new feature of the 1961 program was an extra-curricular Urdu script class which secured a voluntary attendance of fifteen students. Many students specializing in Hindi took advantage of the opportunity to learn the Urdu script. A newly prepared Urdu reader by John Gumperz and Mr. C. M. Naim served as the course text.

A special lecture course on ancient and medieval Indian civilization was presented by Dr. Karl Potter during the first six-week session. It emphasized the literature, mythology, history, and religious thought which are the cultural matrices of so much of modern Indian life. Dr. Potter also presented a course in Indian philosophy. On a more advanced level, Mr. Vidya N. Misra offered a seminar in Indian civilization. In the second six-week summer session, Dr. Burton Stein presented a course on modern Indian civilization which emphasized the development of modern Indian institutions, beginning with the Moghuls, and the impact of western civilization on traditional Indian thought. Dr. Stein also offered a seminar in Indian civilization.

Special Programming

An extensive amount of special programming was integrated with course work so as to provide a well-rounded and mutually supporting program. Weekly lectures, Hindi language tables, English and Hindi films, poetry readings, and a classical music program were well attended by participants of the program, the regular student body, and the general public.

The Thursday afternoon lecture series included such eminent visiting scholars as J. F. Staal, McKim Marriott, and Mrs. Kapila Vatsyayan, as well as faculty

See India, 5, Col. 3

Conferencia Sobre la Enseñanza de Lengua

A Conference on the Teaching of Language, organized by the Department of Education of Puerto Rico in cooperation with the University of Puerto Rico and the Center for Applied Linguistics, was held in San Juan, Puerto Rico, November 12-19. More than fifty people participated actively, either delivering addresses or serving as members of discussion panels. Some of the sessions were attended by a much larger number of people, some of whom took part.

The conference was devoted to the problems of teaching Spanish and English language and literature in Puerto Rico. Meetings were held every day, with a total of fourteen formal sessions during the eight-day period. The sessions were in Spanish and English, with simultaneous translation provided when necessary.

Sunday afternoon, November 12, the Hon. Cándido Oliveras, Secretary of Education, opened the conference. Dr. Angel Quintero Alfaro, the Under Secretary, introduced the participants and after brief remarks on the purposes of the conference by Dr. Jaime Benítez, the Chancellor of the University, and by Dr. Charles A. Ferguson, Director of the Center for Applied Linguistics, the remainder of the session was devoted to an address by Dr. Américo Castro, noted Spanish scholar and author, who discussed the humanistic values fundamental to the teaching of language and literature.

Sessions on the following days examined a wide range of problems, in-

cluding the general concept of language (linguistically and anthropologically), the teaching of English in the continental United States, the relationship between learning a foreign language and learning the vernacular, the teaching of literature, the incorporation of advances in linguistics in the teaching of language, and questions of evaluation, planning and research in Puerto Rico.

The principal speakers during the week were the following. From Puerto Rico: Sra Carmen R. Díaz de Olano, Edwin Figueroa, Ralph Robinett, Ralph Long, David Cruz López, Rubén del Rosario, Federico de Onís, Charles Hamill, Ismael Rodríguez Bou. From the continental United States: Dell H. Hymes (California), W. Nelson Francis (Franklin and Marshall), Warner G. Rice (Michigan), Robert Lado (Georgetown), Theodore Andersson (Texas), Uriel Weinreich (Columbia). From other countries: Mauricio Swadesh (Mexico), Wallace Lambert (Canada), Denis Girard (Morocco), Angel Rosenblatt (Venezuela).

In addition to the formal discussion, which will be summarized in a full report to be published, there were visits to classes, several showings of the Modern Language Association film on language teaching, distribution of publications of the Department, the University, and the Center, and informal talks and meetings of all kinds. The Chancellor of the University was host to the conference at a cocktail party and the Acting Governor,

the Hon. Roberto Sánchez Vilella, was host at an evening reception.

The conference was marked at times by enthusiasm and eloquence in speaking and often by frank and forceful exchanges of views. There was a general feeling at the conclusion of the conference, formally closed by Sr. Oliveras on the 19th, that a great deal of valuable information had been exchanged, that varying attitudes and approaches were now understood, and that the teaching of language in Puerto Rico would be deeply influenced by the activities of the conference.

Principal credit for the planning and day-to-day operations of the conference belongs to the office of Dr. Quintero Alfaro and to Dr. John W. Martin, who on behalf of the Center served as one of the coordinators.

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members from various departments at the University of California, Berkeley.

In the special programming the program had the active cooperation of the Indian Students' Association on campus. Their members attended the special events, mingled with the American students, and the Association sponsored a cultural evening of Indian songs, folk dances, and a reading of Tagore's poetry.

Academic Staff

The summer program was fortunate in being able to attract notable scholars from India as well as from other universities in the United States: Bh. Khriahnamurti, Lecturer in Telugu at Andhra University; Vidya Niwas Misra, Lecturer in Sanskrit at Gorakhpur University; Amar B. Singh; Karl H. Potter, Assistant Professor of Philosophy, University of Minnesota and Burton Stein, Assistant Professor of History, University of Minnesota.

The entire program was directed by John J. Gumperz, Associate Professor of South Asian Languages at the University of California, Berkeley. Dr. Gumperz developed the filmstrip series from photographs taken for that purpose in India in cooperation with the International Communications Foundation of Beverly Hills, California. He also directed the preparation of the new Hindi and Urdu texts that were used. Miss June Rumery, Lecturer in South Asian Languages, assisted in the preparation of the new materials and instructed the elementary Hindi-Urdu course.



Photo Puerto Rico News Service

Colegio de Abogados where most of the Conference sessions were held

SCHEDULE OF MEETINGS

- December 1-2. *Seventh Annual Conference on Linguistics of the Linguistics Circle of New York*. New York City
- December 27. *National Council of Teachers of English (College Section)*. Chicago, Illinois
- December 27. *College English Association*. Chicago, Illinois
- December 27-29. *Speech Association of America*. New York City
- December 27-29. *Modern Language Association of America*. Chicago, Illinois
- December 28. *American Association of Teachers of Italian*. Chicago, Illinois
- December 28. *American Dialect Society*. Chicago, Illinois
- December 28. *American Studies Association*. Chicago, Illinois
- December 28-30. *Linguistic Society of America*. Chicago, Illinois
- December 29-30. *American Association of Teachers of Spanish and Portuguese*. Chicago, Illinois
- December 29-30. *American Associations of Teachers of French German, and Slavic and East European Languages*. Chicago, Illinois
- December 29-30. *American Name Society*. Chicago, Illinois
- December 30. *National Federation of Modern Language Teachers*. Chicago, Illinois

Latin American Studies Under the NDEA

THE U. S. Office of Education has announced a new program of modern foreign language fellowships in Latin American Studies under the provisions of the National Defense Education Act. This new program — Program B: Languages of Latin America — is aimed at improving instruction in Spanish and Portuguese, and certain other significant languages spoken in Latin America, such as Quechua and Guaraní. The French dialects of Haiti may also be considered.

Fellowships are awarded to graduate students who are preparing (1) to teach the selected language at an institution of higher education in the United States, or (2) to teach at such an institution in another field in which competency in the language is highly desirable, or (3) to engage in certain professional or technical activities. Program B at the present time will give special attention to applicants planning a career in categories (2) and (3) above. Further, students combin-

ing one or more Latin American languages with study in structural linguistics will also receive high consideration.

Awards may cover (1) the summer session, (2) the academic year, or (3) the summer and following academic year. Candidates must apply directly to the graduate schools of American institutions of higher education with appropriate programs, not to the Office of Education.

[Modern foreign language fellowships are offered under two programs: Program A, for the study of numerous languages of Asia, Africa, and Europe (excepting French, German, Italian, Spanish, and Portuguese), and Program B, described above. For details of both programs, including stipends and allowances, and application procedures, write to: Language Fellowship Unit, Language Development Section, Division of Higher Education, U.S. Office of Education, Washington 25, D.C.]

The New Michaelis: Part I — English-Portuguese, Ed. by *Edições Melhoramentos*. São Paulo, 1958. 1123 pp.

This volume is the first half of a complete revision of the old standard Portuguese-English and English-Portuguese dictionary by C. Michaelis, which is now quite out-of-date. *The New Michaelis* amounts to an entirely new dictionary. The spelling of both languages has been brought up to date and the pronunciation of the English entries has been indicated in International Phonetic Association transcription. The vocabulary has been entirely reworked, and large numbers of neologisms and technical terms have been included. All Portuguese equivalents of the English entries are followed with a designation of grammatical gender, an unusual feature in English-Portuguese dictionaries.

Part II—Portuguese-English is now in the press and should be available early next year, thus completing what will undoubtedly be the most comprehensive two-way bilingual dictionary of the Portuguese and English languages for many years to come.

The dictionary is distributed outside of Brazil by F. A. Brockhaus.

Jamaica Talk: Three Hundred Years of the English Language in Jamaica. By *Frederic G. Cassidy*. New York: St. Martin's Press, 1961. 468 pp.

There has long been an interest in languages of the type known as *Creoles*, which are the native speech of certain cultural groups in areas such as the Caribbean and coastal West Africa. But this interest has generally been restricted to a small number of professional linguists and philologists, and what little literature they have produced has been too specialized or too technical for the layman. *Jamaica Talk*, by exception, has been written especially for the general educated reader and may serve as an introduction to the kinds of features which distinguish this particular variety of English-based creole from its standard English relative.

The book is divided into two main parts. The first contains an introduction to the history of Jamaican speech and to its present-day structural features. The discussions of pronunciation and gram-

mar are brief, but they are sufficient to make the important point that Jamaican Creole has underlying structural patterns just as standard English has, although the patterns of the two languages are in many ways different.

The second part, the major portion of the work, is devoted to discussion of the vocabulary of Jamaican Creole. The author is a Jamaican by birth and upbringing, and it is here that his first-hand knowledge of linguistic and social behavior on the island is especially apparent.

Jamaica Talk is a welcome addition to the literature on creoles, not only as a general introduction for the layman, but also as a source of information for the trained linguist.

linguists wanted

RESEARCH ASSOCIATE in *Psycholinguistics*. *John Tracy Clinic* needs linguist, or psychologist with linguistic training. knowledge of statistical techniques desirable. Starting salary \$6000-8000 for Ph.D. or Ph.D. candidate, depending on qualifications. Please address correspondence to Mary F. Woodward, John Tracy Clinic, 806 West Adams Boulevard, Los Angeles 7, California.

READER IN LINGUISTICS needed for English Language Unit, University of the Punjab, Lahore, Pakistan. Ph.D. or its equivalent preferred, but otherwise well-qualified candidates will be considered. Basic salary \$7000-9000, plus allowances and housing; two-year contract, renewable. Application forms obtainable from the British Council Liaison Officer, 77 Metcalfe Street, Ottawa 4, Canada.

ENGLISH AS A SECOND LANGUAGE. Robert College of Istanbul, Turkey has vacancies starting September 1962: ASSISTANT PROFESSOR to teach History of English Language and intensive language courses, M.A. Linguistics or English as a Foreign Language plus several years teaching experience including English to foreigners; also several INSTRUCTORSHIPS for experienced B.A.'s with relevant majors and some course work in Linguistics or English as a Foreign Language. Three-year contracts. Send detailed résumés to Teacher Replacement, Near East College Association, 548 Fifth Avenue, New York 36, New York.

DECEMBER 1961

Committee Discusses Linguistic Literature

THE Committee on the Dissemination of Russian and East European Linguistic Literature met at the Brookings Institution in Washington on October 30. Committee members reported on projects which had resulted from previous meetings of the committee [see *The Linguistic Reporter*, August 1961] and several new proposals were discussed.

The main interest of the committee continues to be that of making available by bibliographies, indexes, abstracts, translations, or summary articles, the great quantity of linguistic literature produced in the USSR and Eastern Europe. The committee has, however, extended its range of interest to include all projects concerned with improving information services in linguistics.

CAL Advisory Committee Meets

THE Advisory Committee of the Center held its regular fall meeting in Washington on Tuesday, October 31, at the Brookings Institution. The morning was largely devoted to reports by members of the Center staff on the work of the past six months in the four general areas of clearing house activities, publications, international relations, and special projects and research. In the afternoon there was discussion of future plans, especially in the light of the new Ford Foundation grant to the Center of \$1,300,000 for the next five years.

Dr. Donald D. Walsh, Director of the Foreign Language Research Program of the MLA, was chairman. Also present

Present at the meeting were Thomas A. Sebeok, Indiana University, *chairman*; Charles A. Ferguson, Center for Applied Linguistics, *vice-chairman*; Stephen T. Boggs, American Anthropological Association, D. H. Daugherty, American Council of Learned Societies; Kenneth W. Mildener, U.S. Office of Education, George L. Trager, University of Buffalo, Sergius Jakobson, Library of Congress; as guests Harold C. Conklin, *The American Anthropologist*; Harry H. Josselson, Wayne State University; Miss Christine Mohrmann, Comité International Permanent des Linguistes; Herbert H. Paper, University of Michigan; and as observers from the National Science Foundation Bernard G. Hoffman, Richard See, and Albert C. Spaulding.

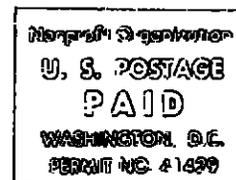
were Messrs. John B. Carroll, J. Milton Cowan, J. Manuel Espinosa, Melvin J. Fox, Archibald A. Hill, D. Lee Hamilton, Albert H. Marckwardt, Kenneth W. Mildener, Norman A. McQuown, Raleigh Morgan, Jr., Trusten W. Russell; Mrs. Virginia French Allen, and Miss Marjorie Johnston. A reception in honor of the Committee was given on the evening of October 30 at the Statler Hilton Hotel. Also invited to the reception were the members of the Committee on the Dissemination of Linguistic Literature and the members of the Fulbright Screening Advisory Committee for Linguistics and the Teaching of English.

Fellowship Program in West African Languages

THE West African Language Survey announces a program of fellowships for linguistic field research in West Africa for the academic year, 1962-3. These fellowships will consist normally of one year of research, from approximately October 1, 1962, to October 1, 1963. The financial conditions are those of the Ford Foundation Area Training Programs.

Those interested should submit relevant documents in duplicate, one copy to Professor Joseph H. Greenberg, (Department of Anthropology, Columbia University, New York 27, New York) and one to Professor Robert G. Armstrong, (Ibadan University College, Ibadan, Nigeria). These documents should include

a brief *curriculum vitae* and two letters of recommendation as well as a statement of the proposed project. The following types of projects will be considered: A. Survey-type studies, especially of areas known to be linguistically complex and hitherto little investigated; B. Descriptive investigations in medium depth of related languages as a basis for comparative and historical research; C. Studies concentrated on a single language of practical importance for which adequate materials do not yet exist; D. Laboratory phonetic studies of West African languages. The closing date for applications is February 1, 1962, and announcement of the awards will be made during the first week of April 1962.



CAL publications

Contrastive Studies in Linguistics A Bibliographical Checklist W W. Gage	\$.75
Damascus Arabic C A. Ferguson, M. Ani & others	\$ 3.50
English Overseas	\$.50
Hindi Basic Course Units 1-18 J M. Harter & others	\$ 3.50
Hindi Basic Reader J. M. Harter & others	\$ 1.50
Interim Bibliography on the Teaching of English to Speakers of Other Languages Sirarpi Ohannessian	\$.75
Introducción a una comparación fonológica del español y del inglés D. N. Cárdenas	\$ 1.25
Lessons in Contemporary Arabic Lessons 1-8 C. A. Ferguson & M. Ani	\$ 4.50
Mandarin Chinese Units 1-6 N C Bodman	\$ 2.50
Problems of Americans in Mastering the Pronunciation of Egyptian Arabic Nancy M Kennedy	\$ 1.00
Second Language Learning in Asia, Africa, and Latin America	\$.50
Spoken Persian Units 1-5 C T Hodge & others	\$ 1.50
The Structure of the Arabic Language N. V. Yushmanov	\$ 2.00
Testing the English Proficiency of Foreign Students	\$ 1.00
Turkish Basic Course Units 1-5 C T Hodge & M. Agrali	\$ 2.25

California High School Offers Linguistics

PACIFIC High School, a private high school in Palto Alto, California, is currently offering linguistics in its curriculum. The three-month course meets for an hour and a half twice a week, with an attendance of fifteen students. Included in the course are the development of linguistic science, the concept of language structure, linguistic change, writing systems, linguistic relationship,

geographical distribution of languages, the relationship of language to culture, and the practical application of linguistics to the student's own education.

The course is taught by Elaine Ristinen Hagstrom (Mrs. Stanley Hagstrom) who received her Ph.D. at Indiana University in 1960, with prior training at the University of Minnesota (1959-52) and Harvard University (1955).

Journal and Newsletter

ENGLISH is the title of a new journal (Vol. 1, No. 1, September, 1961) devoted to the teaching of the English language. The journal, which is the official publication of the Asociación Colombiana de Profesores de Inglés (ACPI), established in 1960, is designed to provide an opportunity to members of the association to publish original works in the field, with emphasis upon the application of linguistic science to practical language problems. In addition to articles, both in Spanish and in English, the journal has sections on Teaching Aids, Books for the Teacher, Questions and Answers, and (annually) a Directory of the Members of ACPI. Communications should be addressed to Mrs. Jeanne Posada, Editor of *English*, Universidad del Valle, Apartado Aéreo 2188, Cali, Colombia.

conferences and meetings held under the auspices of the Modern Language Association. The first issue (October 1961) contains listings of Chinese language programs in universities, colleges, and secondary and elementary schools, lists of new materials on the theory and practice of teaching Chinese, and a list of current addresses. Correspondence should be sent to the Editor of the newsletter, Professor Kai-yu Hsu, Foreign Language Department, San Francisco State College, San Francisco 27, California.

New CAL Publication

A new Center publication, *Second Language Learning as a Factor in National Development in Asia, Africa, and Latin America*, is the first of a series of documents resulting from the Survey of Second Language Teaching conducted by the Center under the provisions of a special grant from the Ford Foundation. This brief (18 pp.) booklet contains the summary statement and recommendations of an international meeting of specialists held in London, December 1960. It is available from the Center at \$.50 a copy.