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Yaoundé Conference on Teaching Second European Language in Africa

by Sirarpi Ohannessian

[Miss Ohannessian is Assistant Director for English Language and Information Services, Center for Applied Linguistics]

A CONFERENCE on the teaching of a second European language in Africa South of the Sahara was held by the Commission de Cooperation Technique pour l'Afrique/ Conseil Scientifique Africain (CCTA/CSA) November 15-21, 1961 at Yaoundé, capital of the Cameroun Republic.

The meeting was called in answer to a considerable interest shown by various African states where the need for a second European language, either English or French, seems to be a pressing necessity, especially at the adult administrative and technical level, for purposes of communication with other African states where the first European language differs from their own. In the host country of the Cameroun the need for a second European language is a more vital necessity than in others, as Eteki Mboumoua, Minister of National Education, pointed

out in his opening address at the conference. The recent unification of the country has brought together into a single state two federated territories, one using English and the other French, so that the country is now faced with the problem of communication within its own borders. Given the multiplicity of local languages and dialects, the answer seems to be a bilingualism in these two languages, and it is for this reason that the Cameroun has made a second European language obligatory in its secondary schools. This need is coupled with a desire for a broader view of the civilizations of the French and English speaking communities of the world, which would be afforded by the introduction of a second European language into Africa's rapidly expanding educational systems.

Participants

The meeting was held under the general chairmanship of J. Engon Zibi of the

Cameroun. The CCTA/CSA staff included C. Cheysson, Secretary General of CCTA; M. de N. Ensor, Secretary of the Foundation for Mutual Assistance in Africa South of the Sahara; and F. Barker, Linguistic Advisor.

Four specialists had been called in to direct the discussions: S. W. Jones, Federal Ministry of Education, Southern Rhodesia; G. E. Perren, British Council; P. Rivenc, École Normale Supérieure, St. Cloud, France; and P. Strevens, University of Leeds, England.

The representatives from African countries were: J. Bédé, M. Menier, H. Ngouko-Ngangue, J. A. Ngwa, J. Schibi, G. Lobe, all of the Cameroun; D. A. Dodd, Azu Irondi and G. O. N. Iwuchukwu, all of Nigeria.

Other representatives were G. Capelle (Director, Bureau d'Étude et de Liaison pour l'enseignement du français dans le monde) from France, and A. H. Penrose from the United Kingdom.

Observers at the conference were A. Legrand and F. Bebey, both of UNESCO; and R. Jacobs, E. T. Cornelius, Jr., and S. Ohannessian from the United States.

Topics of Discussion

The conference had before it four main topics of discussion: a general analysis of the problem as viewed by the meeting; the teaching of adults, in particular practical problems arising in connection with rapid teaching centers; language teaching in schools, in particular methods of teaching and teacher training; and cooperation within Africa, in particular the possibility of teacher exchange. The following account is based largely on the reports and recommendations is-



Conference Participants—(Left to right) C. Cheysson, Eteki Mboumoua, and Chairman J. Engon Zibi

sued by the CCTA/CSA at the conclusion of the conference.

Need for Research

On the general aspects of teaching the two European languages the conference emphasized the need for research at all levels in both linguistic and pedagogical matters. Some research in African languages is in progress at the moment, but it was felt that this did not always take into consideration practical needs for teaching purposes. Research was therefore urged in African languages, especially those spoken by large numbers of people, contrastive studies between these and English and French as used in Africa and in Europe, and in the case of English some study of differences between American, British, and other varieties of English in order to arrive at some agreed standards.

Coordination of all research going on in Europe and America, and the importance of doing research in education and language teaching for Africa in Africa itself were emphasized. A close analysis of the physical as well as linguistic and pedagogical factors and specific needs of each area was urged. Other matters discussed were the interrelation of all second language teaching since in the case of both the first and second European languages similar skills were being taught, and the problems of teacher absorption as a result of the absorption of educated personnel into other, often much better paying positions.

Rapid Teaching Centers

The interest in rapid teaching centers for adults stems from the urgent need to train senior administrative staff, young diplomats, and technical government staff in a second European language as rapidly as possible. The problem of attendance by this type of student was cited as a problem in such existing centers. The meeting also recognized the importance of providing short courses or evening classes for other adults and young people.

The problem of most moment in connection with these rapid teaching centers appeared to be whether a full-range use of audio-visual materials was the most effective means of language teaching. A detailed description of techniques developed at St. Cloud in France showed the excellence and effectiveness of these

methods, but it was felt that where such materials were not available, or their use was not feasible because of lack of trained teachers or physical facilities, centers with a limited amount of such equipment or with no such equipment could also be useful. It was recommended that these centers be established in the capital cities or larger towns, their utilization and operation be studied, and that special attention be paid to the preparation, grading, and presentation of materials, taking into account the total linguistic background of the students and the use to which the second European language was to be put. It was recommended that a complete list be prepared of all requests by African states for such centers in order to achieve better distribution of offers of equipment and funds made by various states and national and international organizations. A recommended list of minimum requirements for such a center was drawn up by the specialists.

Teaching Materials and Methods

In the educational systems the meeting was of the opinion that the second European language should start at the secondary level. There was some doubt expressed whether even this was feasible in countries where the teacher shortage is acute.

Since for the present, and for some time to come, teachers would need a great deal of guidance from textbooks, it was strongly urged that good materials, with accompanying teachers' handbooks, be prepared, paying due attention to the needs of African students. An oral approach at first was recommended, and though some of the requirements of public examinations were deplored, it was felt that they did not necessarily prevent teachers from concentrating on the essential communication skills of speaking, reading and writing. More use of audio-visual materials as integral parts of courses was recommended. The use of radio, already broadcasting both English and French programs for schools, should be developed. The conference recommended that whenever possible teaching materials should be prepared by groups composed of members both of the African and the European countries concerned, and that, especially in the preparation of reading materials, extracts from the works of Africans writing in English or French should be included.

Teacher Training

Both the training of teachers and systems of recruitment and appointment differ in the French-speaking and English-speaking countries; therefore the adjustment of qualifications and existing grades and salaries would present grave difficulties if an exchange of teachers should occur. The meeting recommended that efforts be made to encourage such an exchange where the demand was apparent, and that a clearing house be set up to deal with such matters.

The preparation and re-training of teachers were considered of great importance by a number of participants, and a set of minimum qualifications was drawn up for possible training for future needs. These included a good general education at least through the secondary level, a high standard of oral proficiency, and training in methods suitable to the needs of local schools. For the last two requirements, provided the first was fulfilled, short courses using, where possible, full audio-visual aids, preferably at some established training institution in the country where the teaching was to take place were recommended.

The conference recommended that departments of English and French be created in African universities which did not already possess them. The incorporation of practical tests in English and French in the entrance examinations of universities, it was felt, would promote the teaching of a second European language in the schools.

The conference ended with a vote of thanks to the government of the Republic of the Cameroun for its warm hospitality to all the participants. The pleasant town of Yaoundé, its mild climate and the friendliness of its inhabitants, all contributed to making the conference a great pleasure to attend.

[ED. NOTE: CCTA/CSA headquarters are located at PMB 2359, Lagos, Nigeria.]

Strasbourg Linguistics Congress

The Tenth International Congress of Romance Linguistics and Philology will be held at the University of Strasbourg April 23-28. Correspondence may be addressed to M. Georges Straka, Secrétaire du X^e Congrès International de Linguistique et Philologie romanes, Palais de l'Université, Strasbourg, France.

The Center for Applied Linguistics of the Modern Language Association of America is a non-profit professional organization established 1959 in Washington, D.C. The purpose of the Center is to serve as a clearinghouse and informal coordinating body in the application of linguistic science to practical language problems.

The *Linguistic Reporter*, the Center's bimonthly newsletter, is distributed free of charge to those who request it. Address all correspondence 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.

University of Washington Linguistics Program

by Edward I. Burkart

[Mr. Burkart, Lecturer in Linguistics at The American University, Washington, D.C., is currently on military leave of absence at Fort Lewis, Washington]

STEADILY expanding its graduate studies in Linguistics, the University of Washington's program is under the direction of an Interdepartmental Committee on Linguistics. Formed in 1950, the Committee is organized under the highly enthusiastic and energetic chairmanship of Dr Sol Saporta, Associate Professor of Romance Languages. It includes members from the Departments of Anthropology, Classics, English, Far Eastern and Slavic Languages and Literature, Germanic Languages and Literature, Philosophy, Psychology and Speech. This year, Dr Bernard Bloch, Professor of Linguistics at Yale University, is participating as Visiting Professor. The increasing number of graduate students may be eligible for NDEA fellowships, as well as for graduate teaching assistantships for the teaching of English to foreign students.

Present course offerings include Comparative Linguistics and Dialectology. The Committee expects to introduce courses in Indo-European Comparative Phonology and in Indo-European Comparative Grammar during the current year, and an Introduction to American Indian Linguistics and Introduction to Southeast Asian Linguistics during 1962-1963. The Summer Institute of the Linguistic Society of America to be held at the University of Washington in 1962 further increases the facilities for linguistic study. Additional features of the

program are the Linguistic Colloquium, a bi-weekly seminar attended both by faculty members and students, and an active Student Linguistic Club.

Language Teacher Training

Now in its third year of operation, the graduate program in Language Teacher Training is under the sponsorship of the Romance Language Department. M.A. and Ph.D. degrees are offered in Language Teacher Training.

English as a Foreign Language

Headed by Professor William H. Jacobsen, Jr., this division of the linguistics program has approximately eighty-two foreign students currently enrolled. Elementary, Intermediate and Advanced level courses are offered, with Japanese students comprising about one-third of the total enrollment, and Chinese, Scandinavians, Latin Americans and Southeast Asians present in significant numbers. Asian students form the majority of the Elementary and Intermediate classes, while the two Advanced sections are divided approximately equally on the basis of Indo-European and non-Indo-European origin.

Textbooks include Lado and Fries *English Sentence Patterns*, Sawyer and Silver *Conversations for Foreign Students of English*, and Crowell *Modern English Workbook* on the Elementary and Intermediate levels. Advanced level course materials are being revamped, and will probably be taught next year utilizing many locally-composed materials.

The University of Washington is fortunate to have a very modern language laboratory at its disposal. Directed by Mr Art Karklins, the laboratory has a library of approximately 2,000 tapes in twenty-five languages, including English as a Foreign Language.

The lab is divided into two major rooms. The main lab has seventy-two booths equipped with headsets and activated microphones, and nine small closed rooms equipped with headsets only. A separate room contains seventeen central playback units, a control console and recording unit. A recording booth is also provided, as are facilities for tape duplication.

The auxiliary lab is equipped with one master playback unit and twenty recording-playback units.

Linguistics Fellowships

THE American Council of Learned Societies is pleased to announce the availability of a limited number of advanced graduate fellowships in linguistics for the academic year 1962-1963, made possible by a grant from the Ford Foundation. The primary purpose of the fellowships is to offer assistance to students who have demonstrated high competence in graduate linguistic studies but who, without such assistance, might have to prolong the completion of their doctoral work for several years. The fellowships will include subsistence tuition and fees at the student's university, and, where applicable, allowances for dependents and for travel required for field work.

Direct applications from students will not be received. Instead, the candidate must be nominated by his principal faculty adviser, with supporting statements from others closely familiar with the student's work in linguistics. Students who are candidates for the doctorate but who are at present employed away from their graduate schools may be nominated.

The deadline for receipt of applications will be March 15, 1962.

For further information prospective sponsors (not students) should address inquiries to Fellowships for Advanced Graduate Studies in Linguistics, American Council of Learned Societies, 345 East 46th Street, New York 17.

Fourth International Congress of Phonetic Sciences

by Eric P. Hamp

(Dr Hamp is Associate Professor of Linguistics, University of Chicago)

THIS Congress, held at Helsinki, September 4-9, 1961, follows after a long interval the Third (Ghent) Congress of 1938, and continues in a distinguished tradition. The first congress, which took place in Amsterdam in 1932 (the second was in London in 1935), proclaimed its intention to deal with "phonetic sciences treated in the widest sense", to extend its consideration to aspects of anthropology, biology, musicology and psychology, and to include within "linguistics" phonetics, linguistic history, "and above all phonology as taught by the Prague school". The first congress was therefore very forward-looking, with such innovating names as Trubetzkoy and Jones (phonemics), Jakobson (prosody), and Havránek (phonological geography). The programs of the succeeding congresses contributed significantly to advanced structural theory, and included expectable treatment of experimental (physiological and acoustic) and field phonetics of the day.

The present Congress was divided into plenary and more specialized meetings. The plenary sessions were devoted to such general surveys as Sound spectrography (Fant), Speech synthesizers (Cooper), X-ray cinematography (Subtelny and Subtelny), Subglottal activity (Ladefoged), Automatic speech recognition (Fry), Aural stimuli (Mol), Distinctive features (Jakobson), Theory of phonemic analysis (Peterson and Fill-

more), Statistics of phonemic systems (Herdan), and a few more specialized papers. The content of these sessions was well representative of current activity in the field: six papers on acoustic research, six on physiological (including X-ray and Moore's beautiful movies of the vocal folds), and seven on phonemic (phonological) matters (with a welcome prominent place given to questions of accent and the syllable).

The three score papers of the section meetings were of great variety: the lion's share in the domain of phonemic theory and its problems and applications in the solution of the systems of particular languages, several on laryngeal function, radiography, acoustic (spectrographic) characteristics, two on foreign language teaching (one on its relation to phonemics and the other on the problems of choosing transcriptions), and one each on computers, speech synthesis, pitch perception, child language, spelling, and information theory. It is clear that the structural phonological tradition of these congresses remains strong. Happily such topics are by no means so *avant-gardiste* today as they were thirty years ago.

Those with American affiliation who presented papers were: F.S. Cooper, J. L. Flanagan, P. Moore, J. D. and Jeanne D. Subtelny, P. N. Ladefoged, R. Jakobson, P. C. Delattre, G. E. Peterson, C. J. Fillmore, M. Halle, F. Ingemann, H. Hollien, R. W. Wendahl, R. S. Harrell, H. Penzl, E. R. Moses, Jr., I. Lehiste, J. W. Black, E. P. Hamp, E. Haugen, E. Pulgram, A. A. Hill, L. S. Hultzen, J. M. Cowan.

Carnegie Sponsors Arabic Overseas Program

CARNEGIE Corporation has announced its support of the National Undergraduate Program for the Overseas Study of Arabic. The Carnegie grant of \$136,500 for NUPOSA was made to Princeton University, but admission to the program will be open to students from other American universities which offer Arabic at the undergraduate level. Funds will be available for transportation and for scholarships on the basis of need.

An average of twelve junior year students annually, each of whom must have studied Arabic in this country for at

least one year, will spend eight weeks in intensive study of the Arabic language at an American university, and then will go to the Middle East Centre for Arab Studies, a British Government institution, at Shmilan, in Lebanon. They will study there from September until about March, and during the last six weeks of the academic year will live in a home where only Arabic is spoken.

Dr. R. Bayly Winder, Associate Professor of Oriental Studies at Princeton, is Director of the Program.

English Linguistics at London

UNIVERSITY College, London, announces a postgraduate diploma in English linguistic studies. Candidates are required to hold an Honours Degree in English or in a comparable linguistic discipline, or (in the case of candidates from overseas) have qualifications of equivalent standard.

The period of study for the Diploma will normally be two sessions, and will consist of lectures, seminars and tutorials.

The examination will consist of three papers of three hours each, normally taken at the end of the first year, and of a dissertation on a subject to be approved during the first session, to be submitted not less than five terms from the commencement of the course, and for which an oral examination may also be required.

The subjects of the papers are: (1) Linguistic Theory, (2) Modern English Phonetics and Phonology (for which an oral examination is also required), and (3) Modern English Usage and Grammatical Structure.

Further information may be obtained from Professor Randolph Quirk, Department of English, University College, London.

English at St. Michael's

ST. MICHAEL'S College, Winooski Park, near Burlington, Vermont, is offering a three-part English program: English for Teachers of English as a Second Language, English for Foreign Teachers of English, and English for Foreign Students.

English as a Second Language

This intensive eight-week Institute offered in June each year is open to teachers in service or to properly qualified teacher candidates. An M. A. degree is offered in the Teaching of English as a Second Language.

Foreign Teachers of English

Offered in June and January each year, the eight-week program provides foreign teachers of English with an opportunity to augment their professional training in an English speaking environment in the United States.

English for Foreign Students

Designed to enable foreign students in the United States to increase their knowledge of English conversation, reading, writing, and understanding in as short a time as possible, the schedule includes a sixteen-week program offered in September, November, January and April, an eight-week summer program beginning the latter part of June, and a college freshman English course offered in an eight-week concentration during the summer and in a sixteen-week concentration from February to June.

Address inquiries to: The Director, Program of English for Foreign Students, St. Michael's College, Winooski Park, Vermont.

Consultants Panel Evaluates Research Proposals

ON December 9 and 10 a panel of eleven consultants met in Washington, D.C. to evaluate a number of proposals submitted for support under the NDEA. The meeting was held by the Center for Applied Linguistics, at the request of the Language Development Section, U.S. Office of Education, under an NDEA contract. Frank A. Rice, of the Center, was chairman. Kenneth W. Mildenerger, Chief, Language Development, gave a brief address at the opening session.

Most of the sessions were devoted to discussing and evaluating twenty-one research, study, and survey proposals submitted by individuals and institutions for support under Title VI of the NDEA. The recommendations of the panel have been passed on to the Commissioner of Education. In the final session the consultants discussed the general problem of evaluation and made various concrete suggestions about the kinds of research that should receive NDEA support. The following persons were present at the meeting. Members of the consultants panel: Miss Emma Birkmaier (Minnesota), Nelson Brooks (Yale), John B. Carroll (Harvard), Miss Susan Ervin (California, Berkeley), David A. Griffin (Ohio State), Alfred S. Hayes (Consultant, Washington, D.C.), Wallace E. Lambert (McGill), Kenneth Pike (Michigan), Paul Pimsleur (Ohio State), Sol Saporta (Washington), W. Freeman Twaddell (Brown). From the Language Development Section, Office of Education: A. Bruce Gaarder, James E. Alatis, and Mrs. Julia Petrov.

Brown M.A. in English Linguistics

BROWN University is instituting a new two-year curriculum leading to the degree "Master of Applied Linguistics: English" designed expressly for administrators and teachers of English coming from non English-speaking countries.

The participants are expected to include intermediate supervisory personnel with whom high-level experts must work in major policies of curricula, textbooks, and teaching procedures, and under whom the retrained or newly graduated teachers must work in the classroom application of their seminar study or in-service training.

Prerequisites

The two prerequisites of the Brown program are a practical aural-comprehension control of English, and the full backing of the government, ministry, or equivalent educational administration of the participant's native country.

Staff and Curriculum

Under the direction of W. F. Twaddell, Chairman of Brown's Department of Linguistics, and with the assistance of Patricia O'Connor of the Department and W. Nelson Francis, who joined the faculty in January, the curriculum includes two

courses in basic general linguistics, a variety of courses in practical applied linguistics, and a four-semester sequence of "Topics" providing tutorial help and allowing for the discussion of any difficulties the participant may encounter in his other courses.

English language courses are offered in Phonology and Grammar, and there is a pioneer course, "The Development of English Grammar from Elizabethan Times to the Present". An additional course in the "Evaluation and Construction of Specialized Language-Teaching Materials" is limited to students in the Master of Arts in Teaching Program. English Literature courses include an introductory survey of American literature. Required Education courses are "Fundamentals of Measurement" and a "History of Education" focussing upon the contemporary American educational system.

Assisting the faculty of the Department of Linguistics will be Henry Kucera, Associate Professor of Slavic and Linguistics, and Durand Echeverria, Associate Professor of French and Coordinator of pre-proficiency modern language instruction.

The program has received a grant from the Rockefeller Foundation.

New Classroom-Laboratory System

THE Institute of Modern Languages, Inc., of Washington, D.C., announces the installation of a sixty unit audio-active classroom-laboratory system designed by the Educational Electronics Division of Thompson Ramo-Woolridge, Inc. The Institute and its Director of Methodology, B. Kirk Rankin, III, call attention to certain unique features of the system including a centrally located console broadcasting as many as five taped programs to the classrooms simultaneously, thus replacing the booth-type laboratory; classroom equipment providing individual student wall units and an instructor's monitoring station for use in correcting students during a taped drill; and a boom microphone which enables the student to communicate with his classroom instructor, with the linguist at the console, and to hear his own voice in his headset as an aid in developing correct pronunciation and intonation. The facility for

recording student oral production without the student's knowledge is being investigated as an aid in diagnostic language testing. The Institute reports encouraging results from the classroom-laboratory phase of its curriculum.



Lab session at Institute's Center

SCHEDULE OF MEETINGS

- April 2-4. *Association for Asian Studies*. Boston, Massachusetts
- April 6-7. *Georgetown University Annual Round Table Meeting*. Washington, D.C.
- April 6-8. *Conference on College Composition and Communication (NCTE)*. Washington, D.C.
- April 9-10. *National Association of Foreign Student Advisers (English Language Section)*. Columbus, Ohio
- April 13-14. *Northeast Conference on the Teaching of Foreign Languages*. Boston, Massachusetts
- April 23-28. *Tenth International Congress of Romance Linguistics and Philology*. University of Strasbourg
- April 26-28. *National Association of Foreign Student Advisers*. Washington, D.C.
- April 26-28. *University of Kentucky Foreign Language Conference*. Lexington, Kentucky
- April 28-30. *International Association for the Study of Italian Language and Literature*. Mainz, Germany.
May 1 — Cologne.

ALS-UC Exchange Agreement

A PROPOSAL by the University of California that will permit students from that institution to take courses at the Army Language School as part of their college studies has been announced by Colonel James L. Collins, Jr., ALS Commandant.

Under the exchange agreement, the University may also use ALS-developed materials and methods in teaching some of its own language courses on various University of California campuses throughout the state. The agreement will run for a term of three years.

Inter-University Program

THE Inter-University Summer Program in Near Eastern Languages will be held at the Harvard Summer School, July 2—August 24. Intensive courses will be offered in Elementary, Intermediate and Advanced Arabic; Elementary and Intermediate Turkish; and Elementary and Intermediate Persian. All will carry university credit. The following additional courses on the Near East will be offered: Political Organization of the Arab World, The Modern Middle East, Islamic Civilization, and Seminar on the Rise of Near and Middle Eastern Civilizations.

Fellowships for the language courses are available to graduate and undergraduate students, teachers and others. Applications and supporting material must be received by April 1, 1962.

Further information and fellowship application forms may be obtained from Professor George Makdisi, Director, Program in Near Eastern Languages, Harvard Summer School, 2 Weld Hall, Cambridge 38, Mass. In requesting application forms, please state whether you will be an undergraduate or graduate student as of the summer of 1962.

Chicago Southern Asian Studies

COURSES in Tamil, Hindi, Urdu, and Bengali will be available in the Southern Asian Studies program at the University of Chicago, June 18—August 31.

Professor T. P. Meenakshisundaran (Annamalai) will offer a course in the "History of Tamil Language and Literature". An introductory course in Tamil will be given by Dr. Ronald E. Asher (London) and by R. Radhakrishnan. Advanced courses in Hindi will be given by D. P. S. Dwarikesh or S. M. Pandey; M. H. K. Qureshi will offer advanced courses in Urdu; Sanskrit and Indo-Aryan will be given by J. A. B. van Buitenen, and Introductory Bengali by the Bengali staff.

Full information on fellowships and application blanks may be obtained from Professor Edward C. Dimock, Director, Summer Program in Southern Asian Studies, Foster Hall 212, The University of Chicago, Chicago 37.

book notices

Handbook of Russian Roots. By Catherine Wolkosky and Marianna Poltoratzky. New York: Columbia University Press, 1961. 414 pp. \$10.00

This work appears to be essentially an expansion of the material in Patrick's small manual, *Roots of the Russian Language*, which is now twenty-five years old. The new *Handbook* represents a considerable increase in content, both in the number of root entries and in the wealth of illustrative materials. The principal part of the book is a list of over five hundred roots, each classed together with variants, and long lists of examples of their use in words. English translations are given for all entries. The root dictionary is preceded by a short introduction on word formation which lists most of the graphic alternations attested to in the work. The approach throughout the *Handbook* is traditional and purely graphic, rather than descriptive and morphophonemic, and certain questions of importance to the linguistically trained student are likely to remain unanswered. In any event, the root approach to Russian lexicon is a highly useful one and can serve as an excellent mnemonic device for rapid vocabulary assimilation.

Exercises in Russian Syntax: The Simple Sentence. By V. S. Belevitskaya-Dhartzeva and others. Moscow: Foreign Language Publishing House, 1961. 257 pp. Approx. \$1.25

This is the first volume published of a useful little exercise book for the student of standard literary Russian. The book is arranged into chapters dealing variously with problems of agreement, government, and verbal modes and aspects. Each chapter consists of a grammatical introduction (in both Russian and English), followed by examples and exercises (in Russian only). The level of Russian presented is fairly advanced, and the book will be of most use to those who have gone beyond the first year. The second volume, dealing with the complex sentence, should appear sometime this year.

University Summer Programs in Linguistics

The University of Alberta, Canada, in cooperation with The Canadian Linguistic Association, will offer its fifth consecutive Summer School of Linguistics from July 3 to August 15. The following courses will be offered, all carrying University credit: General Linguistics, Phonemics, Morphemics, and Syntax, Field Methods in Linguistics, Cree Phonology and Structure, Contrastive Linguistics (French-English), Curriculum and Instruction in the Secondary School (Latin), Teaching English as a Second Language, Culture and Language, History of the English Language, and Modern English Grammar.

The Canada Council (Ottawa) and the American Council of Learned Societies (New York) have made financial assistance available, and a limited number of small grants, some especially earmarked for particular courses, are given by the Canadian Linguistic Association.

A bulletin is available upon request to the Registrar's Office of the University. For additional information please write to Dr. E. Reinhold, Director, Summer School of Linguistics, University of Alberta, Edmonton, Alberta, Canada.

The University of Montreal's eleventh Cours d'été en linguistique will be offered from July 2 to August 15. Sponsored jointly with the Canadian Linguistic Association, the following courses are tentatively scheduled. Introduction à la linguistique structurale, Phonetique expérimentale du français, Problèmes de linguistique canadienne (Canada français), Methods in Applied Linguistics, Méthodologie de la linguistique appliquée, Applied Phonetics and Phonemics, La Linguistique statistique, and Linguistique amérindienne: groupe iroquois. All courses carry University credit.

Canadian applicants for financial aid should address the Conseil des Arts, Ottawa. American applicants should address the American Council of Learned Societies, New York. Application forms for financial aid are available from Dr. M. H. Scargill, University of Alberta, Calgary, Alberta, Canada. It is recommended that applications be filed not later than March 1.

Further information concerning the Cours d'été may be obtained from the

Directeur des cours de vacances, Université de Montréal, Montréal, P.Q.

Georgetown University's summer school program includes both intensive and semi-intensive courses in Chinese, French, German, Italian, Japanese, Russian, Spanish and Portuguese at the elementary and intermediate levels, and an intensive program in the Teaching of Latin. Linguistic offerings include courses in General Linguistics and in Phonetics and Phonemics. The program is divided into two sessions: the first June 13-July 21; the second July 24-August 31.

Intensive instruction in English as a Foreign Language is offered in an undivided twelve-week course aimed to provide a functional mastery of the English language, necessary to preparing for study in an American university or to pursuing professional interests.

New programs are Linguistics for Teachers of Spanish, and Linguistics for Missionaries designed to assist the missionary through the application of linguistic theory and techniques in the language problems he encounters in the field.

Additional information is available from the Director of Summer School, Georgetown University, 36th and N Streets, N.W., Washington 7, D.C.

The University of Michigan linguistic program will be offered June 25 to August 17 with intensive language work in Chinese, Greek, Japanese, and Russian. Courses taught by visiting professors include Phonetics and a Seminar in Descriptive Linguistics (J. C. Catford, University of Edinburgh); Structure of the Chinese Language (Kuo-P'ing Chou, University of Wisconsin); Introduction to Linguistic Science, and Morphemics (George P. Faust, University of Kentucky); Romance Dialects (Hans E. Keller, University of Basle); Studies in the Japanese Language (Hideo Komatsu, Nishō Jakusha University, Tokyo); Old English (Louis C. Rus, Calvin College); and American Indian Languages, and Field Methods of Linguistics (Karl V. Teeter, Harvard University). Three Latin courses will be given: History of the Latin Language, Introduction to Linguistics for Latin Teachers, and Program Learning of Latin. Among several English courses is one in the Special Problems

in the Teaching of English as a Foreign Language. For information about summer study aids and application forms write: D. H. Daugherty, American Council of Learned Societies, 345 East 46th Street, New York 17. Additional information may be obtained from Albert H. Marckwardt, English Language Institute, University of Michigan.

The University of Washington, in cooperation with the Linguistic Society of America, will sponsor the 1962 Linguistic Institute during the summer quarter. Local and visiting scholars will offer approximately forty courses in general linguistics, both descriptive and historical, introductory and advanced, and in the study of specific languages and language families. Advanced courses include the theory of phonemic and morphemic analysis, language typology, sociolinguistics, and field methods. A series on Linguistic Structures includes Portuguese, Chinese, Japanese, Vietnamese, Navaho, and Khalhaz Mongolian. Accelerated Chinese and Russian and First Year Conversational Japanese are given, as well as Teaching English as a Foreign Language, and two general English courses.

Visiting professors include: W. Sidney Allen, Robert P. Austerlitz, Bernard Bloch, Benjamin F. Elson, Charles A. Ferguson, William J. Gedney, Eric P. Hamp, Harry Hoijer, Samuel E. Martin, Joaquim Mattoso Câmara, Patricia O'Connor, and Morris Swadesh. Local faculty members are Robert H. Abernathy, Eugene Dorfman, William H. Jacobsen, Jr., Fang-Kuei Li, Nicholas N. Poppe, Carroll E. Reed, Sol Saporta, Laurence C. Thompson, and William F. Wyatt.

The linguistics program is administered by an interdepartmental Linguistics Committee.

Summer study aids are available from the American Council of Learned Societies, 345 East 46th Street, New York 17, New York. The deadline for submitting applications is March 1.

Seniors or first-year graduate students will be eligible for NDEA Title IV Fellowships in Linguistics leading to the Ph.D. Those interested should apply to the University of Washington, Chairman of the Linguistics Committee, Seattle 5, Washington.

NDEA Postdoctoral Fellowships in African Languages

The Language Development program authorized under Title VI of the National Defense Education Act has arranged for a pilot program of postdoctoral Fellowships in African Languages, including the study of linguistics and area studies, which will be given at the NDEA African Language and Area Center, Michigan State University, June 20 - August 15. NDEA stipends for advanced training in designated modern foreign languages and related studies have heretofore been awarded principally at the graduate level.

Under the pilot program, special study may be supported in the case of persons who have the doctorate or comparable degree and are seeking intensive language training in African languages for such purposes as (1) developing competency in a foreign language directly related to their area of specialization; (2) develop-

ing competency in a foreign language which will augment their general preparation in languages and/or linguistics. The languages to be offered are Swahili, Yoruba, Ibo, Hausa, or other African languages if the demand can be met.

A candidate must, in addition to meeting other eligibility requirements, demonstrate in writing to the Director of the Michigan Center the nature of his professional interests and commitment to the field of African Studies and/or linguistics and must agree to devote himself to full-time summer study.

Inquiries and applications should be addressed to Professor Eugene Jacobson, Director, African Language and Area Center, Michigan State University, East Lansing, not to the Office of Education. The deadline for the receipt of applications is April 1.

NEA Foreign Languages

Upon the recommendation of the NEA Board of Directors, the Department of Foreign Languages was admitted as a new department of the National Education Association by action of the Representative Assembly in Atlantic City on June 28, 1961. An interim group of national, state, and local leaders in foreign language teaching will guide the program during the initial organizational period. Genevieve S. Blew, supervisor of modern foreign languages, State Department of Education, Baltimore, Maryland, is Chairman of the interim Board of Directors; Joseph C. Hutchinson, United States Office of Education, is Secretary.

Mechanolinguistics Colloquium

The Mechanolinguistics Colloquium (California, Berkeley), a new organization devoted to discussion of the mechanization of translation and other linguistic processes, has scheduled for its weekly meetings during February and March a series of studies in the area of semantics and sememics, with special reference to the possibility of mechanizing semological processes.

The following topics have been chosen for February: February 13—Martin J. Kay, *Lattice Theory and the Thesaurus*, an outline of work carried out by the Cambridge Language Research Unit over the past five years; February 20—Sydney M. Lamb, *Criteria in Sememic Analysis*; and February 27—Sydney M. Lamb, *Learning and Logical Inference as Mechanizable Linguistic Processes*.

Further information concerning the Colloquium may be obtained from Dr. Lamb, Computer Center, Berkeley 4.

Chinese Language and Culture at Thayer Academy

The Institute of Asian Studies for college preparatory students, a cooperative venture of four private and three public schools in the Greater Boston area, will sponsor a summer session in Mandarin Chinese language and the History and Culture of China at the Thayer Academy, Braintree, Massachusetts, from June 18 to August 24. The program has been developed with the cooperation and counsel of professors in the Far Eastern Language Departments of Harvard and Yale Universities. The Institute is made possible by a project grant from the Carnegie Corporation of New York.

Applicants must be academically able and have completed their junior year in high school by June 1962. Scholarships

are available for both day and boarding students.

A descriptive brochure and application forms will be provided by the Director, Institute of Asian Studies, Thayer Academy. The deadline for filing applications and credentials is March 16.

Cambridge Conference

Multith copies of the twenty-one page Report of the Anglo-American Conference on English Teaching Abroad, held at Jesus College, Cambridge University, England, in June 1961, are now available upon request. Distribution of the Report is being handled by USIA within the government and by the Center for Applied Linguistics to private persons and institutions.

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ELEC Improves English Teaching in Japan

by Robert M. Cullers

[Mr. Cullers, formerly a member of ELEC's Institute in Tokyo, is now a member of the editorial staff of *The Asia Magazine*, Hong Kong]

With its primary emphasis on the teaching of spoken English to Japanese, the English Language Exploratory Committee, after five years' preparatory work with Japanese government and educational officials, opened an experimental Institute in Tokyo in April, 1961. Now 270 young businessmen and 78 secondary school teachers are devoting three evenings a week to attend three-hour English classes held at a Japanese women's junior college. Sponsored by the renamed English Language Education Council, Inc., ELEC's school is staffed by seven Americans, a Canadian, and six Japanese linguists who have studied in America.

Dr. Genji Takahashi, Director of the Institute as well as President of the Na-

tional Federation of English Teachers' Organizations, reports that teaching methods include mimicry-memorization, pattern practice, minimal pair contrasts, transformation, and the use of tape recorders. The native speakers act as models and conduct the conversation drills, while the Japanese instructors explain teaching points and answer questions.

Origins of ELEC

The idea for ELEC originated in 1954 when two American organizations—the Japan Society, Inc., a nonpolitical organization founded to foster better understanding between the Japanese and American peoples, and the Council on Economic and Cultural Affairs, a foundation concerned with Asian affairs—decided to undertake a survey of English language teaching in Japan. William Cullen Bryant, II, Chairman of the

American Language Center of Columbia University, was sent to Japan to make a study of the current status. John D. Rockefeller, III, following conversations with Eikichi Araki, then Japanese Ambassador to the United States, came to Japan on behalf of the Council on Economic and Cultural Affairs and discussed the problem with various Japanese leaders including Takeshi Saito, then President of Tokyo Woman's Christian College, and Yasaka Takagi, a leading authority on international law at Tokyo University. Further discussions were held with Edwin O. Reischauer [now United States Ambassador to Japan], who was studying in Japan, and Dr. Gordon T. Bowles, the first managing director of International House.

These discussions led to the conclusion that, although Japanese schoolchildren start studying English in the seventh grade and a Japanese college graduate presumably has studied English for at least ten years, new methods were required to improve their command of spoken English.

A joint committee was formed in New York by the Japan Society and the Council on Economic and Cultural Affairs to raise money, chiefly for the purpose of sending linguistic experts to Japan to develop new teaching methods.

This joint committee has since sponsored a continuous flow to Japan of top authorities, including Charles C. Fries of the University of Michigan; W. Freeman Twaddell and Patricia O'Connor of Brown University, A. S. Hornby, a well-known British teacher of English; Ernest F. Haden of the University of Texas; Einar Haugen of the University of Wisconsin, and most recently Archibald A. Hill of the University of Texas, who de-



Clifford V. Harrington

Class of Japanese businessmen at the new ELEC Institute

See ELEC, 2, Col. 1

vised the course for the new Institute. These linguistic scientists and others who have been in Japan under Fulbright and other auspices have analyzed the structural differences between English and Japanese, and developed special teaching materials to overcome the specific problems Japanese students encounter in mastering English.

ELEC in Japan

At the same time the joint committee was being formed in New York, ELEC was formed in Japan in July 1956, and held a "specialists' conference" in September of that year. This conference assured the permanent establishment of ELEC with Mr. Araki as its first chairman. It also formed two subcommittees: one for preparing new teaching methods for use in the first year of lower secondary school, and the other for planning a summer seminar for Japanese teachers of English to test the new teaching methods and to provide additional teacher training. The summer seminars have now become a permanent part of ELEC. The first one in 1957 had 22 trainees. Subsequent seminars have grown in size and scope each year, with 94 trainees in 1958, 100 in 1959, and 200 in 1960. Last year 200 trainees took part in sessions held in Tokyo and Kyoto under Dr. Takahashi's direction. In addition, 300 other secondary school teachers have received training through ELEC-supported ten-day local seminars held during the past three years in Sendai. [See *The Linguistic Reporter*, June 1960, for a report on the seminar in Nagamachi, Sendai.] Four thirteen-day seminars were held last summer in Kyoto, Tokyo, Shimoda, and Tsurugi in Ishikawa Prefecture. And, in addition to the regular seminars to be held in Tokyo and Kyoto, six local ten-day seminars are planned for this summer in Sendai and five other cities.

Problems of ELEC

According to Shigeharu Matsumoto, managing director of the International House of Japan and member of the executive committee of ELEC, ELEC has faced three main problems during its first five years.

"The initial problem was how to stimulate interest in university professors in linguistics over the previous literary emphasis. Although there was only a handful of trained linguists in Japan,

there was conflict between these linguists and the literary teachers.

"The second main problem was how to stimulate more contact between university professors and teachers of secondary school. Although the latter group had a fervor for teaching, they were not well grounded in linguistic theory. And, at the behest of the professors, the main emphasis was on teaching secondary school students the classics with a view to passing university entrance exams.

"The third difficult problem encountered was in securing the support and cooperation of government officials. This proved most difficult for the first three years of ELEC's existence. However, after Takechiyo Matsuda was appointed Education Minister in 1959, things went much more smoothly. Minister Matsuda had been educated in the U.S. and appreciated the oral approach emphasized by ELEC. Under his direction, the government appointed twenty-three members to review English instruction in Japan as the 'English Language Reform Council'."

The Council's report of December 1960 coincided with the objectives propounded by ELEC and, with cooperation from the Japanese Ministry of Educa-

tion, ELEC is planning to put its experimental Institute on a permanent basis, including the construction of a new school within the near future.

Five new textbooks have been published by ELEC for use in the seventh, eighth and ninth grades and are becoming popular with English teachers. Teachers' Guides are now being prepared under the direction of Dr. Everett Kleinjans, Professor of Linguistics at International Christian University in Tokyo. And the latest issue of ELEC's quarterly magazine features the third in a series of articles by Archibald A. Hill of the University of Texas.

[ED. NOTES: "Intensive Training for an Oral Approach in Language Teaching" by Patricia O'Connor and W. F. Twaddell, published in cooperation with the Center for Applied Linguistics and available for distribution through the offices of the *Modern Language Journal* at 7144 Washington Avenue, St. Louis 30, Mo., is an outgrowth of the ELEC project.]

[*Supplementary Exercises in Pronunciation, English for Japanese Students*, by The Research Staff of the English Language Institute, University of Michigan, Charles C. Fries, Director, were adapted in 1958 from materials prepared in 1950 for Latin American use.]

English Language Institute in New Zealand

by Ian A. Gordon

[Professor Gordon is Head, Department of English, University of Wellington, Wellington, New Zealand.]

When the Government of New Zealand offered an annual series of scholarships under the Colombo Plan for students from South-East Asia, I doubt if anyone foresaw the full implications. Up till then only a few foreign students took university courses in New Zealand, and they (being usually senior in status) had little language difficulty. The arrival in Wellington four years ago of the first contingent of Indonesian freshmen, bewildered by a new country, clad in national clothing—colourful but unsuitable for the climate—hesitant about using even the little English they knew, changed the situation overnight. The University of Wellington, with the financial assistance of the Government, hastily put together an orientation programme before the opening of the session. To students and staff alike every problem

was a new one. I blush to think of the mistakes we must have made. But at least the students were introduced to the country and made a start on their university studies.

Institute Established

During the next two years the organization rapidly improved. The Government Department of External Affairs set up a section (now called the External Aid Division) which looked after the students' welfare—housing, transport, vacation hospitality and the like—while the university appointed a counsellor to supervise their studies. Two successful summer schools were organized mainly in the use of English. Spoken English improved, and brought success in other university disciplines. But it was clear that something more than a summer school of English was required, and late in 1959 the New Zealand Government readily agreed with my proposal that an

English Language Institute should be established. It opened in February 1961 and has now begun its second session.

An Australian, George Pittman, was appointed as Director. Mr. Pittman had been largely responsible for the successful English language programme established for European immigrants by the Australian Government Office of Education and more recently had mounted a successful English language programme in Nauru Island in the Central Pacific. As other members of staff were recruited, we found that as a team we had experience of the language schools of London and Michigan and teaching and research experience gained among Australian aboriginals, New Zealand Maoris, and multi-racial Hawaii. A firm and important link was preserved with the University Department of English by having the head of the English Department on the staff of the Institute. The Institute is housed alongside the Department. One useful result of this close integration is that already two of our young M.A. graduates have elected to join the Institute staff. With the setting up during last session of a language laboratory (initially twelve positions with Monitor tape equipment) and a growing library, the Institute is now firmly established.

Our first full session (with freshmen from Vietnam and English teachers from Indonesia) in 1961 was experimental both in technique and in organisation. This session we have settled down into what will probably be our normal pattern for a year or two. The Institute has at least three separate but related functions: the linguistic reorientation of young South-East Asian students who come in increasing numbers to begin a university degree course in New Zealand, the training of Asian teachers of English in linguistics and in the methods of teaching English as a second language, and the training of New Zealand graduate teachers who propose spending a few years teaching in Asia, the Pacific, or other areas where their services are in demand.

Before the opening of the Institute, Colombo Plan Asian students (from Malaya, North Borneo, Sarawak, Singapore, Vietnam and Indonesia plus a few from India and Pakistan) having gained a university entrance qualification in their own countries, entered direct one of the four universities or one of the two agricultural colleges in New Zealand. The

The Center for Applied Linguistics of the Modern Language Association of America is a non-profit professional organization established 1959 in Washington, D.C. The purpose of the Center is to serve as a clearinghouse and informal coordinating body in the application of linguistic science to practical language problems.

The Linguistic Reporter, the Center's bimonthly newsletter, is distributed free of charge to those who request it. Address all correspondence 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.

former summer school in English at Wellington filled in some of the gaps in their spoken and written English. From now on, all first year Colombo Plan students are channeled through the Institute and must gain a certificate of competence in English before they begin their degree courses. For many of them it is hoped that a three or four month pre-university session will be adequate. Intensive listening and speaking sessions in the laboratory, plus tutorial work on structures and an enlargement of lexical equipment appropriate to their projected university course have already effected sometimes quite dramatic improvements.

Teacher Training

The second group, of Asian teachers, has to date been confined to Indonesians. In the Institute's early years, it is felt that only one linguistic group should take this course at any one time and New Zealand has for some years been providing educational assistance to Indonesia. A Diploma in the Teaching of English as a Second Language is granted at the end of a year's course. The first term is spent on such remedial work as proves necessary, especially on stress and intonation patterns. This is supplemented by work on advanced structures and advanced abstract vocabulary. Two sessions a week are held on English literature. In the second term students, while continuing their work at the Institute, join literature courses appropriate to their level along with New Zealand undergraduates. The third term is spent (in conjunction with Wellington Teachers College) on teaching practice and observation. The course concludes with a comprehensive examination extending

over several days. Thirty-five Indonesian teachers completed the Diploma course last session.

The training of New Zealand teachers has hardly begun. In recent years graduate teachers have gone from New Zealand to Indonesia and the Pacific. They learned "on the job". A start has now been made in the Institute by having a small group of New Zealand teachers seconded for a short period before they go overseas. We have to do more thinking here. My own view is that we must establish a course in Linguistics in our B.A., particularly for those graduates who contemplate teaching in non-English speaking countries.

Evaluation

It would be premature (and for me, presumptuous) to assess what has been achieved. But it is evident that the Institute meets a long-felt want in this part of the world. North Borneo has made overtures for assistance in establishing something similar. Western Samoa has arranged for senior students to take one of our courses. Hopeful entrants are writing from Libya and Africa. Conferences I have attended in recent years in Bangkok, Karachi, and Makerere University College convince me we are developing on sound lines—feet on the ground, a continual eye (and ear) on the classroom situation, plenty of theory in the heads of the staff but not too much rawly presented to the younger student. We are fortunate in Wellington, crowded as we are, in having a new well-appointed Students' Union within three minutes' walk of the Institute. There, we hope, the linguistic training will be painlessly and pleasantly completed.

Nijmegen Conference on Second Language Teaching

by Charles A. Ferguson

[Dr. Ferguson is the Director of the Center for Applied Linguistics]

For the four days February 21-24, a group of language specialists and administrators met in Nijmegen, Holland, to discuss certain aspects of international cooperation in the field of second language teaching. Individuals were present from the Center for Applied Linguistics, which sponsored the meeting, the English Language Information Center (ETIC, London), and the Bureau d'Etude et de Liaison pour l'Enseignement du Français dans le Monde (BEL, Paris). In addition there were specialists from universities and other centers of work in applied linguistics and from UNESCO. Professor Christine Mohrmann, Secretary of the Comité International Permanent des Linguistes (CIPL), attended and had responsibility for the local arrangements.

In the course of the deliberations of the group a general statement of the seriousness of the second language problem in developing countries was adopted (see below), and various current programs and future proposals were discussed and evaluated. The meeting concluded with an agreement on the importance of this kind of personal communication among the specialists of different nations and a decision to meet again in 1963.

Definite plans were made for the periodic exchange of information among CAL, ETIC, BEL, and, on some points, CIPL and UNESCO. Information to be

exchanged included data on second language problems and operations in various countries, technical information on language teaching and linguistic research, and advance notice of professional meetings. Also, plans were made for an exchange of visits by the directors of CAL, ETIC, and BEL during the first six months of 1962.

The meeting at Nijmegen in effect continued the work of the World Language Survey described in the April 1961 issue of the *Reporter*, and substantially the same group of people met who had served on the international advisory group for that Survey. It was very encouraging to note the important progress made since the first meeting of the group in January 1960 in the establishment of centers of information and academic centers in linguistics and the training of second language teachers. It was clear to all present, however, that the steps so far taken are totally inadequate to meet the second language problem, the full scope of which is becoming more and more apparent.

The sessions took place at the hotel Groot Berg en Dal outside Nijmegen, which provided an excellent setting for the work of the meeting. Although regular and special sessions kept the group busy for at least six hours every day, the participants were able to attend receptions in their honor given by the Rector of the University of Nijmegen and by the burgomaster of the town. They also spent time viewing sample

English teaching TV films and paid a visit to the Kröller-Müller museum with its outstanding collection of Van Gogh paintings.

The full list of participants follows: G. Capelle (BEL), John B Carroll (Harvard), J Milton Cowan (Cornell), Antoine Culioli (Sorbonne), Charles A. Ferguson (CAL), Ian A. Gordon (Wellington), Robert Jacobs (AID), Arthur H. King (British Council), A. Legrand (UNESCO), P. Meile (Ecole Nationale des Langues Orientales Vivantes), Miss Christine Mohrmann (CIPL), Miss Sirarpi Ohannessian (CAL), Bruce Patti-

See Nijmegen, 5, col. 1

General Statement

1. Unless in the developing countries measures are taken immediately for the sharp improvement in the teaching of second languages there will, within about fifteen years, be administrative chaos and economic stagnation in many of those countries.

2. There is an urgent need to improve the institutional base for second language teaching in the developing countries. Existing institutions must be strengthened, or new ones created, in which advanced training and research can be carried out with all the help that modern applied linguistics and educational research can give. These new institutions should be of university level and should be developed until they are fully capable of providing the personnel to train, within the total educational context, the people who will in turn train the teachers needed. The goal of the advanced training is the improvement of the teacher in the classroom.

3. Paragraph 2 above clearly implies the need for building up the resource base in the Commonwealth, Europe and the U.S. Every possible effort should be made by governmental and private means to develop university departments which will provide the highly qualified "trainers of trainers" required. By the same token, every effort should be made to improve methods of second language teaching in the resource countries themselves, utilizing all the help that modern linguistic science and educational research can provide.



Hotel Groot Berg en Dal where the Conference sessions took place

THE LINGUISTIC REPORTER

Newsletter of the Center for Applied Linguistics of the Modern Language Association of America
1346 Connecticut Avenue, N.W., Washington 6, D.C.

SUPPLEMENT NUMBER 6

APRIL 1962

INDEX TO THE LINGUISTIC REPORTER 1959-1961

A. Authors and Articles	1
B. Publications Noted	2
C. Languages	3
D. Colleges and Universities	5
E. U.S. Government	6
F. General Index	6

References are to month, year, and page. Abbreviations are:
F February; Ap April; My May; Je June; Ag August; O October;
ber; D December; Supp Supplement.

A. Authors and Articles

- ALISJAHANA, S Takdir. *Language Engineering Molds Indonesian Language*. Je 61, 1
- BIGELOW, Donald N. *The Center Concept in Language and Area Studies*. O 61, 1
- BINDA, H Jeffrey. *ICA Conducts First English Language Workshop in West Africa*. D 60, 1
- BURHAN, Mohammed E. (with Gerald Dykstra) *English Teaching Expands in Afghanistan*. Ag 60, 1
- CARROLL, John B. *SSRC Is Active in Linguistics and Psychology*. F 60, 1
- CLAXTON, Madge M. *Commonwealth Conference Report Covers TESL Problems*. Je 61, 5
- DORRY, Gertrude Nye. *Fulbright English Teachers Cover Iran*. Je 61, 1
- DYKSTRA, Gerald (with Mohammed E. Burhan) *English Teaching Expands in Afghanistan*. Ag 60, 1
- FERGUSON, Charles A. *Center Has First Anniversary*. Ap 60, 1
- . *Coloquio sobre la Enseñanza de la Lengua Arabe a los no Arabes*. D 59, 1
- . *Commonwealth Holds English Teaching Conference*. F 61, 1
- . *Congress of Orientalists in Moscow Brings Linguists Together*. O 60, 1
- . *Interlingua and Intermedia: Introduction*. Ap 60, Supp. 3
- . *Overcoming the Asia-American Language Barrier*. Ap 59, 2
- . (with Raleigh Morgan, Jr) *Selected Readings in Applied Linguistics*. D 59, Supp. 2
- FIFE, Austin E. *Joint Conference on "Neglected" Languages*. O 61, 3
- FOX, Melvin J. *Cambridge Conference Discusses English Teaching*. Ag 61, 1
- FREEMAN, Harry. *ICA Has World Wide Language Program*. O 59, 4

- GARCIA, Erica. *UN Provides Language Courses*. Ap 60, 6
- GAUVENET, Hélène. *St Cloud Method Is Audio-Visual*. F 60, 1
- GODE, Alexander. *Interlingua*. Ap 60, Supp 3
- GRAVES, Mortimer. *Languages in Changing Education*. Ag 59, 1
- HARBEN, Felicia E. *English Teaching in Australia Has Broad Scope*. Ag 60, 3
- . *The Language Committee Gains in Importance*. Ap 60, 5
- . *World Language Survey Nears Completion*. Ap 61, 3
- HARRELL, Richard S. *Morocco Conferences Consider Arabic and English*. Ag 61, 3
- HILDUM, Donald C. *Psycholinguist Reports on Machine Translation Conference*. Ag 60, 1
- HOCKETT, Charles F. *Language Study and Cultural Attitudes*. D 59, 1
- LEWIS, Glyn. *University of Wales Is Host to Bilingual Seminar*. Ap 61, 6
- MARTIN, John W. *Fulbright Has First Country-Wide Program*. F 61, 3
- MIELE, Lt Col Alfonse R. *Armed Forces Have Well-Planned Language Program*. O 60, 1
- MORGAN, Raleigh, Jr. *American University Offers New Program*. Ap 60, 1
- . *Besançon Has Automated Lexicography Project*. Ap 61, 1
- . *Binational Center Program Needs Qualified Persons*. O 59, 1
- . *English Language Services Is Fast Growing*. O 59, 3
- . *English Teaching and International Exchange*. Ap 59, 6
- . *Linguistics and Language Teaching*. Ap 59, 4
- . *Linguists Police Place Name Spelling*. O 60, 6
- . *MLA Co-sponsors Training Film Series*. D 60, 3
- . *NDEA Institute Linguists Meet at FSI*. Je 61, 4
- . *NDEA Institute Program Grows*. Je 60, 1
- . *Variety Is in Summer Linguistic Offerings*. My 59, 1
- . (with Charles A. Ferguson) *Selected Readings in Applied Linguistics*. D 59, Supp. 2
- OHANNESSIAN, Sirarpi. *Library is Expanding Unit of Center*. D 60, 3
- . *Michigan Is Internationally Known for TESL*. Je 61, 3
- . *UCLA Becomes Important Center for Teaching English as a Foreign Language*. F 61, 3
- . *University of Texas Programs for Teaching English as a Foreign Language*. Je 60, 3
- PIMSLEUR, Paul. *UCLA Is Host to Confab on Language Problems*. Je 60, 6
- PITMAN, I. J. *Intermedia*. Ap 60, Supp 3
- QUIRK, Randolph. *Survey of Educated English Usage*. Ap 61, 3
- RICE, Frank A. *The Foreign Service Institute Tests Language Proficiency*. My 59, 4
- SANDVOS, Annis. *USIA Steps Up English Teaching Activities*. Ap 59, 3
- SOBELMAN, Harvey. *Center Plans Revision of Linguist Roster*. D 60, 1
- SOLA, Donald F. *Cornell Reports Quechua Language Program*. Ap 61, 1
- WALKER, Nora M. *Reporter Introduces More Linguistic Clubs*. Ap 61, 5
- WELMERS, William E. *Note on the Classification of African Languages*. My 59, Supp. 1
- . *A Survey of the Major Languages of Africa*. My 59, Supp. 1

B. Publications Noted

- AGARD, Frederick B. *y ayudantes. El Inglés Hablado para los que Hablan Español.* O 59, 5
- ALDEN, D.W. (ed.) *Materials List for Use by Teachers of Modern Foreign Languages.* D 59, Supp 2, 1
- ALLEN, Harold B. (ed.) *Readings in Applied English Linguistics.* Ag 59, 7
- ALLEN, Robert L. and Virginia F. *Review Exercises for English as a Foreign Language.* Ap 61, 5
- ANTHROPOLOGICAL LINGUISTICS. My 59, 6; D 59, Supp 2, 3
- BABEL Journal of FIT, the International Federation of Translators D 59, 2, Supp. 2, 4
- BAKER, Hugh Sanford *A Check List of Books and Articles for Teachers of English as a Foreign Language.* F 61, 4
- BIDWELL, Charles E. Wise, Sheldon, et al *Kurs Govornog Engleskog Jezika (English for Speakers of Serbo-Croatian).* O 59, 5
- BIGELOW, Gordon E. (with David P. Harris) *The United States of America. Readings in English as a Second Language.* O 60, 5
- BLOCH, B. and E. Jordan. *Spoken Japanese.* D 59, Supp 2, 3
- BLOOMFIELD, Leonard *Outline Guide for the Practical Study of Foreign Languages.* D 59, Supp. 2, 2
- BONGERS, Herman *The History and Principles of Vocabulary Control as it Affects the Teaching of Foreign Languages in General and of English in Particular.* D 59, Supp 2, 2
- BOOTH, A.D. and W.N. Locke. *Machine Translation of Languages.* D 59, Supp. 2, 4
- BRIGHT, William. *An Outline of Colloquial Kannada.* My 59, 7
- BROOKS, Nelson *Language and Language Learning: Theory and Practice.* Ag 60, 3
- BROWER, R.A. (ed.) *On Translation.* D 59, Supp 2, 4
- BROWN, W. Norman "Script Reform in Modern India, Pakistan, and Ceylon" D 59, Supp 2, 3
- BURKS, Sidney L. *American English for Turks.* My 59, 7
- CAL "Survey of Materials for Teaching Languages of Southwest Asia and North Africa in the USA" Ap 60, 5
- CAMPBELL, Russell N. (with Harold V. King) *Modern English Primer. All English Ed Parts 1 and 2.* D 59, 7
- CARDENAS, D.N. "The Application of Linguistics in the Teaching of Spanish." D 59, Supp 2, 2
- CHAO, Y.R. *Cantonese Primer.* D 59, Supp. 2, 3
- CHATMAN, S.B. "Linguistics and Teaching Introductory Literature" D 59, Supp 2, 2
- CHATTERJI, S.K. *Languages and the Linguistic Problem.* D 59, Supp 2, 4
- COCHRAN, Anne *Modern Methods of Teaching English as a Guide to Modern Materials with Particular Reference to the Far East.* D 59, Supp. 2, 2
- CORDER, S. Pit *English Language Teaching and Television.* O 61, 7
- COWAN, J. Milton (ed.) *A Dictionary of Modern Written Arabic,* by Hans Wehr Ag 61, 6
- CROFT, Kenneth *Reading and Word Study for Students of English as a Second Language.* O 60, 5
- ECHOLS, James R. (with James H. McGillivray) *Ten Great Americans Readings with Exercises.* O 60, 5
- ECHOLS, John M. (with Hassan Shadily) *An Indonesian-English Dictionary.* Ag 61, 6
- DE FRANCIS, J. *Nationalism and Language Reform in China.* D 59, Supp. 2, 4
- Developing Cultural Understanding Through Foreign Language Study.* (MLA) Ap 60, 8
- DICKENS, K.L. "Unification" the Akan Dialects of the Gold Coast" D 59, Supp. 2, 3
- DOYLE, H.G. (ed.) *Education and its Environment in the United States and Overseas: A Tentative Selective Checklist of Books and Articles.* D 59, Supp. 2, 1
- English.* D 61, 8
- English. A New Language.* Journal of Commonwealth Office of Education, Sydney. Je 60, 7
- English Language Teaching.* Journal of British Council, London. Je 60, 7
- The English Teachers Magazine.* Institute for Research in Language Teaching, Tokyo. Je 60, 7
- English-Teaching Abstracts.* O 61, 8
- FEDOROV, A. V. *Vvedenie v Teoriju Perevoda.* D 59, Supp 2, 4
- Le Français dans le Monde.* Director General of Cultural and Technical Affairs of the Ministry of Foreign Affairs, Paris. Je 61, 5
- FRANCIS, W. Nelson. *The Structure of American English.* F 60, 6
- "Writing It Down: Graphics" D 59, Supp. 2, 4
- FRANK, Marcella. *Annotated Bibliography of Materials for English as a Second Language.* F 61, 4
- The French Review.* D 59, Supp. 2, 3
- FRIES, Charles C. and Agnes C. *Foundations for English Teaching: Including a Corpus of Materials Upon Which to Build Textbooks and Teachers' Guides for Teaching English in Japan.* O 61, 7
- GAGE, William W. "Contrastive Studies in Linguistics: A Working Bibliography" Ap 60, 5
- , et al. *Tieng Anh cho Nguoi Viet (English for Vietnamese).* O 59, 5
- GARVIN, P.L. "Literacy as a Problem in Language and Culture." D 59, Supp 2, 3
- GEDNEY, William J. et al. in consultation with George L. Trager. *English for Speakers of Thai (Siamese).* O 59, 5
- General Linguistics.* D 59, Supp 2, 3
- GOUGENHEIM, G., R. Michéa, P. Rivenc and A. Sauvageot. *L'Elaboration du français élémentaire.* D 59, Supp. 2, 2
- GUMPERZ, John J. (with C.M. Naim) *Urdu Reader.* D 60, 7
- HAAS, Mary R. "The Application of Linguistics to Language Teaching" D 59, Supp. 2, 2
- HADEN, Ernest F. "Descriptive Linguistics in the Teaching of a FL" D 59, Supp 2, 2
- HARRIS, David P. (with Gordon E. Bigelow) *The United States of America. Readings in English as a Second Language.* O 60, 5
- HARRISON, S.S. *India The Most Dangerous Decades.* D 59, Supp. 2, 4
- HEYD, U. *Language Reform in Modern Turkey.* D 59, Supp. 2, 4
- HILL, A.A. "Language Analysis and Language Teaching." D 59, Supp 2, 2
- Hispania.* D 59, Supp. 2, 3
- HOCKETT, Charles F. "Learning Pronunciation" D 59, Supp. 2, 2
- HOUSEHOLDER, Fred W., Jr. et al. *He Omiloumene Agglie (English for Greeks).* O 59, 5
- INSTITUTE OF INTERNATIONAL EDUCATION *English Language and Orientation Programs in The United States.* O 60, 7
- International Journal of American Linguistics.* D 59, Supp 2, 4
- JAZAYERY, Mohammed Ali (with Herbert H. Paper). *Engliski baraye Iraniyan (English for Iranians).* O 59, 5
- JORDEN, E. and B. Bloch *Spoken Japanese.* D 59, Supp. 2, 3
- Journal des Traducteurs.* D 59, Supp. 2, 4
- KARPOV, I.V. and I.V. Rachmanova (eds) *Metodika Nachal'nogo Obuchenija Inostrannym Jazykam.* D 59, Supp 2, 2
- KING, Harold V. *English Phonology: Guide and Workbook.* Ag 61, 6
- , *Guide and Workbook in English Syntax.* Ap 61, 5
- (with Russell N. Campbell) *Modern English Primer. All English Ed Parts 1 and 2.* D 59, 7
- KURATH, Hans (with Raven I. McDavid, Jr.) *The Pronunciation of English in the Middle Atlantic States.* Je 61, 5
- LADO, Robert. *Annotated Bibliography for Teachers of English as a Foreign Language.* F 61, 4
- , *Linguistics Across Cultures: Applied Linguistics for Language Teachers.* D 59, Supp. 2, 2
- LAMBERT, H.M. *Introduction to the Devanagari Script.* D 59, Supp 2, 3
- *Margthi Language Course.* D 59, Supp 2, 3
- Language.* D 59, Supp 2, 3
- Language Learning.* Journal of Applied Linguistics, University of Michigan. D 59, Supp 2, 3, Je 60, 7
- LEE, W. R. "Linguistics and the 'Practical' Teacher." D 59, Supp 2, 2
- LEES, Robert B. et al. *Konusulan Ingilizce (English for Turks).* O 59, 5
- LEHN, Walter and William R. Slager. "An Introductory Bibliography in Linguistics for Teachers of English." Ap 60, 5
- The Linguist's Review.* D 59, Supp. 2, 4
- Linguistic Reporter.* Ap 59, 8
- LLOYD, Donald J. (with Harry R. Warfel) *American English in its Cultural Setting.* F 60, 6
- LOCKE, W.N. and A.D. Booth (eds) *Machine Translation of Languages.* D 59, Supp. 2, 4
- LUKOFF, Fred (with Seok Choong Song). *An Intensive Course in English (English for Koreans).* O 59, 5
- and assistants *Yong O Hok Pon (English for Koreans).* O 59, 5
- LUNT, H.G. *Fundamentals of Russian.* D 59, Supp. 2, 3
- Manual and Anthology of Applied Linguistics.* Je 60, 2
- Matériaux pour l' Histoire du Vocabulaire Français.* Ap 61, 2
- MARTINET, A.V. (with A.J. Thomson) *A Practical English Grammar for Foreign Students.* O 61, 7
- MARTY, Fernand L. *Language Laboratory Learning.* D 60, 6
- MCDAVID, Raven I., Jr. (with Hans Durath) *The Pronunciation of English in the Middle Atlantic States.* Je 61, 5
- MCGILLIVRAY, James H. (with James R. Echols) *Ten Great Americans. Readings with Exercises.* O 60, 5
- Meeting the Challenge of English Teaching Abroad.* Ag 61, 4

- METCALF, Ruth C. (with Milton Wohl) *English Is Spoken*. Parts 1 and 2. D 59, 7
- MICHIGAN LINGUISTIC SOCIETY *Linguistic Science and the Teachers* Ag 61, 6
- MLAbstracts O 61, 8
- Modern Language Journal. D 59, Supp. 2, 1
- MLA Chinese Conference Newsletter D 61, 8
- MODERN LANGUAGE ASSOCIATION *Modern Spanish* Ag 60, 3
- Monatshette D 59, Supp. 2, 3
- MORGAN, Raleigh, Jr (ed) *Proceedings of the Conference on Teaching English Abroad*. Ap 60, 5
- The MST English Quarterly Journal of the Teachers of English, Manila Public Schools Je 60, 7
- MOULTON, William G. "Study Hints for Language Students" D 59, Supp. 2, 2
- MT D 59, Supp. 2, 4
- MUELLER, H. *Deutsch, Erstes Buch and Zweites Buch*. D 59, Supp. 2, 3
- NAFSA Newsletter Journal of National Association of Foreign Student Advisers, New York. Je 60, 7
- NAIM, C.M. (with John J Gumperz) *Urdu Reader* D 60, 7
- The National Interest and the Teaching of English as a Second Language. Ap 61, 8
- New English Dictionary Ap 61, 3
- NIDA, Eugene A. *Bible Translation*. D 59, Supp. 2, 4
- Learning a Foreign Language A Handbook for Missionaries D 59, Supp. 2, 2
- NINTH INTERNATIONAL CONGRESS OF LINGUISTS. *Trends in European and American Linguistics, 1930-1960* Ag 61, 6
- NORRIS, Mary Jane M (ed.) *Linguistic Science and the Teachers*. Ag 61, 6
- O'CONNOR, Patricia and W.F. Twaddell "Intensive Training for an Oral Approach in Language Teaching" Ap 60, 5
- OHANNESSIAN, Sirarpi. *Interim Bibliography on the Teaching of English to Speakers of Other Languages* F 61, 4
- "Selected Books for Teachers of English as a Foreign Language, and Some Sample Textbooks" Ap 60, 5
- OINAS, Felix J. (ed.) *Language Learning Today*. D 60, 6
- OSMAN, Neile. *Modern English. A Self-Tutor or Class Text for Foreign Students*. O 61, 7
- PALMER, H.E. *Principles of Romanization*. D 59, Supp. 2, 3
- PAPER, Herbert H (with Mohammed Ali Jazayeri) *Englisi baraye Iranian* (English for Iranians). O 59, 5
- PAPAGEOTLES, George C. *Modern Greek Reader Katharevousa*. D 60, 7
- Modern Greek Reader Demotic D 60, 7
- PARATORE, Angela. *Conversational English English As a Second Language* O 61, 6
- PARKER, W.R. *The National Interest and Foreign Languages*. D 59, Supp. 2, 4
- Pembina Bahasa Indonesia Je 61, 4
- PIKE, K.L. "The Formation of Practical Alphabets." D 59, Supp. 2, 3
- PMLA. Publications of the Modern Language Association of America D 59, Supp. 2, 3
- Pudjangga Baru. Je 61, 2
- PULGRAM, Ernst (ed) *Applied Linguistics in Language Teaching*. D 59, Supp. 2, 2
- Qualifications for Secondary School Teachers of Modern Foreign Languages. (MLA) F 60, 7
- RACHMANOVA, IV and IV Karpov *Metodika Nachal'nogo*
- Obuchenija Inostrannym Jazykam* D 59, Supp. 2, 2
- Report of the Commonwealth Conference on the Teaching of English as a Second Language* Je 61, 5
- Report of the Joint Conference on Neglected Languages* O 61, 3
- "Report of NATO Study Group on Asian and African Languages" *Congressional Record* Ap 60, 5
- Review of Educational Research*. D 59, Supp. 2, 1
- ROBERTS, Paul *Patterns of English*. F 60, 6
- SCHMADER, Gordon F. *Ingalei saga myenma mya a twet* (English for Burmans). O 59, 5
- SEBLOK, Thomas A. "Bibliography—Selected Readings in General Phonemics (1925-1959)." Ap 60, 5
- Second Language Learning as a Factor in National Development in Asia, Africa, and Latin America*. (CAL) D 61, 8
- SHADILY, Hassan (with John M Echols) *An Indonesian-English Dictionary* Ag 61, 6
- SLAGER, William R and Walter Lehn. "An Introductory Bibliography in Linguistics for Teachers of English." Ap 60, 5
- SLEDD, James *A Short Introduction to English Grammar*. F 60, 6
- SMALLEY, William A. *Manual of Articulatory Phonetics. Part One* Ag 61, 6
- "A Problem in Orthography Preparation." D 59, Supp. 2, 4
- STACK, Edward M. *The Language Laboratory and Modern Language Teaching*. D 60, 6
- STEVICK, Earl W. *Helping People Learn English*. Ag 59, 7
- STREVS, Peter. *Aural Aids in Language Teaching*. Ag 59, 7
- Studies in Linguistics* D 59, Supp. 2, 3
- TAYLOR, Grant. *American English Reader. Stories for Reading and Vocabulary Development*. O 60, 5
- THOMSON, A J (with A V Martinet) *A Practical English Grammar for Foreign Students* O 61, 7
- TWADDELL, W.F and Patricia O'Connor. "Intensive Training for an Oral Approach in Language Teaching." Ap 60, 5
- UNESCO Courier. F 61, 8
- Bibliography of Interlingual Scientific and Technical Dictionaries Fourth ed Ag 61, 6
- A Bibliography on the Teaching of Modern Languages. D 59, Supp. 2, 1
- The Teaching of Modern Languages. D 59, Supp. 2, 2
- VINAY, J.-P. (ed.) *Traductions* D 59, Supp. 2, 4
- WARD, John Millington *British and American English: Short Stories and Other Writings*. O 61, 6
- WARFEL, Harry R. (with Donald J Lloyd) *American English in its Cultural Setting*. F 60, 6
- WEHR, Hans. *A Dictionary of Modern Written Arabic*, ed. by J Milton Cowan. Ag 61, 6
- WEINSTEIN, R.H. "Phonetics, Phonemics, and Pronunciation: Application." D 59, Supp. 2, 3
- WELMERS, William E. *Spoken English as a Foreign Language*. O 59, 5
- WILLIAMS, Gerald E. *et al. Bahasa Inggris* (English for Indonesians). O 59, 5
- WOHL, Milton (with Ruth C. Metcalf). *English Is Spoken* Parts 1 and 2 D 59, 7
- Word. D 59, Supp. 2, 3
- YEN, Isabella Yiyun. *Ying Kuo Hua* (English for Speakers of Mandarin Chinese). O 59, 5
- Yuyan Yanjiu Ap 60, 4
- ZIADEH, Farhat J. *A Reader in Modern Literary Arabic*. Parts A and B. D 60, 6

C. Languages

- African My 59, Supp. 1; Ag 59, 1, Ap 60, 5; D 60, 4, Supp. 4; O 61, Supp. 5
- African, West D 61, 7
- Akan D 59, Supp. 2, 3; O 61, Supp. 5
- Altaic D 60, Supp. 4
- American Indian Ap 60, 5; O 61, Supp. 5
- Arabic Ap 59, 6, 8; O 59, 1, Ap 60, 3, Je 60, 8, Ag 61, 3, D 60, Supp. 4
- Arabic, Contemporary D 59, 1; D 60, Supp. 4
- Arabic, Egyptian My 59, 2; O 59, 8
- Arabic, Iraqi O 59, 5
- Arabic, Modern Literary D 60, 6; Ap 61, 4
- Arabic, Modern Standard My 59, 2; Ag 61, 3
- Arabic, Modern Written Ag 61, 6
- Aramaic My 59, 6
- Armenian D 60, Supp. 4
- Armenian, East and West O 59, 8
- Asian Ap 59, 2; Ag 59, 1; Ap 60, 5; O 60, 2, O 61, Supp. 5
- Asian, South D 60, Supp. 4, O 61, Supp. 5
- Asian, Southeast F 60, 7; D 60, Supp. 4
- Asian, Southwest Ap 60, 5
- Avestan My 59, 6
- Aymara Ap 61, 2
- Azerbaijani D 60, Supp. 4
- Baluchi My 59, 6
- Bambara-Malinke O 61, Supp. 5
- Bantu D 60, Supp. 4
- Bengali My 59, 2; O 59, 1; D 60, Supp. 4; O 61, Supp. 5
- Berber D 60, Supp. 4
- Bini D 60, Supp. 4
- Brazilian F 61, 8
- Bulgarian D 60, Supp. 4; O 61, Supp. 5
- Burmese O 59, 1, 5, 8; D 60, Supp. 4
- Buryat D 60, Supp. 4; O 61, 5
- Cheremis D 60, Supp. 4
- Cheremis, Eastern O 61, 5
- Chiluba O 61, Supp. 5
- Chinese My 59, 6; O 59, 1, 5, D 59, Supp. 2, 4; F 60, 7; Ap 60, 4, 6; D 60, Supp. 4; Ap 61, 8; O 61, Supp. 5; D 61, 8
- Chinese, Amoy Hokkien O 59, 8

- Chinese, Cantonese D 59, Supp 2, 3
 Chinese, Mandarin O 60, 2
 Chuvash D 60, Supp. 4; O 61, 5
 Creole, Jamaican D 61, 7
 Creole, Sierra Leone D 60, Supp 4
 Czech O 60, 2
 Danish O 59, 5
 Dutch O 59, 5; D 60, Supp. 4; Je 61, 2
English
 American English F 60, 6; Ap 61, 3; Je 61, 5; Ag 61, 6; O 61, 6
 American University Ap 60, 1
 analysis My 59, 7
 Anglo-American Conference, 3rd, Ag 61, 1
 Ann Arbor Conference D 61, 2
 as second language Ap 59, 3; My 59, 8; Ag 59, 4, 7; O 59, 1, 3, 4, 5; Ap 60, 1, 7, F 61, 3; Ap 61, 8; Ag 61, 1; D 61, 1, 5
 in Afghanistan Ag 60, 1
 in Asia Ap 59, 2
 in Australia Ag 60, 3
 in Ecuador F 61, 3
 in Egypt D 61, 1
 in Germany O 60, 2
 in Iran Je 61, 1
 in Italy D 61, 2
 in Japan Je 60, 8; F 61, 7
 in New York City Ag 59, 8; Je 60, 3
 in Philippines My 59, 5; F 61, 3; D 61, 1
 in Puerto Rico D 61, 5
 in Turkey Ag 59, 3, 7; Je 60, 1
 in Washington, D. C. D 60, 8
 in West Africa D 60, 1
 audio-visual aids Ag 59, 7; Je 61, 7; Ag 61, 3; O 61, 7
 basic English My 59, 2
 bibliographies Ap 60, 5; F 61, 4
 British Council My 59, 3, Ap 60, 5, F 61, 7; O 61, 8
 British English Ap 61, 3; O 61, 7
 CAL Library D 60, 3
 California, University of (Los Angeles) F 61, 3
 Commonwealth Conference F 61, 1; Je 61, 5
 Conference on Teaching English Abroad Ap 60, 5
 contrastive structure studies D 60, Supp. 4
 conversational O 61, 6
 early modern D 61, 4
 electronic analysis and synthesis D 60, Supp 4
 English Language Exploratory Committee F 61, 7
 English Language Institute Je 61, 3; O 61, 7
 English Language Services, Inc. O 59, 3, F 60, 3; D 60, 1
 English-Teaching Advisory Panel (USIA) O 61, 7
 for foreign students Ag 59, 2, 3; O 59, 8; Je 60, 3; Ag 61, 2; O 61, 7
 Fulbright program My 59, 8; Ag 59, 4; F 60, 5; Je 61, 1; D 61, 1
 Georgetown University Ag 59, 3; Je 60, 1
 grammar F 60, 6
 HEW teacher exchange D 59, 6
 ICA program O 59, 4; F 60, 3, Ag 60, 1, D 60, 1
 Institute of Modern Languages, Inc. D 60, 8
 instructional materials Ap 59, 3; O 59, 5; D 59, 7; F 60, 3, 6; Ap 60, 5, 7; Ag 60, 3, 8; O 60, 5, 7; F 61, 7; Ap 61, 5; Je 61, 5; Ag 61, 6; O 61, 7
 for Burmans O 59, 5
 for foreign students O 61, 7
 for Greeks O 59, 5
 for Indonesians O 59, 5
 for Iranians O 59, 5
 for Koreans O 59, 5
 for Serbo-Croatians O 59, 5
 for Siamese O 59, 5
 for speakers of Mandarin Chinese O 59, 5
 for Turks My 59, 7; O 59, 5
 for Vietnamese O 59, 5
 journals Je 60, 7
 Lackland Air Force Base Program F 60, 3
 Leeds, University of Ag 61, 4
 and Linguistics My 59, 5; Ag 59, 3, 7; F 60, 6; Ap 60, 5; Ag 61, 3; D 61, 1, 2, 4
 measurement of proficiency O 59, 4; D 60, 8; Ag 61, 2
 methodology Je 60, 4
 Michigan, University of Je 61, 1, 3
 NAFSA Conference, 12th, Je 60, 3, 4
 NCTE pamphlet Ap 61, 8
 NCTE (USIA) textbook project Ag 60, 8; F 61, 7
 phonology workbook Ag 61, 6
 Roster of Associations of English Teachers Abroad My 59, 6
 spoken English O 59, 5; D 59, 7
 Survey of Educated English Usage Ap 61, 3, 7
 Survey of Second Language Teaching F 61, 7
 teachers Ap 59, 3; Ag 61, 3
 teaching Ap 59, 5, 8, My 59, 2, 3, 5, Ag 59, 7, O 59, 1, 3, 4, Ap 60, 1, 4, 5
 word order Ap 59, 5
 World Language Survey Ap 61, 3
 Eskimo My 59, 2
 Esperanto Ap 60, Supp. 3
 Estonian D 60, Supp 4
 Far Eastern D 60, Supp 4
 Finnish O 59, 1, 5; D 60, Supp 4; O 61, 5
 Frater Ap 60, Supp. 3, 1
 French D 59, Supp. 2, 2; F 60, 3; Ap 60, 6; O 60, 2; D 60, Supp 4; F 61, 7; Ap 61, 1, 2, 3; Je 61, 5, Ag 61, 2, O 61, Supp. 5, D 61, 6
 Fula O 61, Supp. 5
 Garo My 59, 7
 German O 59, 2, 5; D 59, Supp 2, 3, F 60, 3; O 60, 2; D 60, Supp. 4
 Gio D 60, Supp 4
 Gothic D 61, 4
 Greek, Ancient My 59, 2
 Greek, Modern O 59, 5; O 60, 2; D 60, 7, Supp. 4; O 61, Supp. 5
 Guarani D 61, 6
 Gujerati O 59, 1
 Haitian French dialects D 61, 6
 Hausa O 61, Supp 5
 Hawaiian O 60, 2
 Hebrew My 59, 2, 6; O 59, 1; O 60, 2, D 60, Supp 4
 Hindi My 59, 6, D 60, Supp 4; O 61, Supp. 5; D 61, 4
 Hindi-Urdu O 59, 1; Je 60, 6
 Hindustani My 59, 2; O 59, 5
 Hungarian O 59, 1, 5; D 60, Supp 4
 Ibo D 60, Supp 4; O 61, Supp. 5
 Ido Ap 60, Supp 3, 1
 Indo-European D 61, 4
 Indonesian O 60, 2; D 60, Supp 4; Je 61, 1, 2, 4; Ag 61, 6
 Indonesian-Malay O 59, 1
 Interlingua Ap 60, Supp. 3
 Intermedia Ap 60, Supp. 3
 International Auxiliary Ap 60, Supp. 3
 Italian O 60, 2, D 60, Supp 4
 Japanese My 59, 2, 6; O 59, 1, 5; D 59, Supp. 2, 3; O 60, 2; D 60, Supp. 4; Ag 61, 1
 Javanese D 60, Supp. 4; Je 61, 2
 Kalmyk D 60, Supp. 4
 Kannada (Canarese) My 59, 7
 Karelian D 60, Supp. 4
 Kazakh D 60, Supp. 4
 Kazan-Turkic D 60, Supp 4
 Khaikha (Mongolian) O 59, 1
 Khumer My 59, 6
 Kinya-Ruanda O 61, Supp 5
 Kirghiz D 60, Supp. 4
 Kirundi O 61, Supp. 5
 Korean My 59, 6; O 59, 1, 5, D 60, Supp 4
 Kurdish My 59, 6; O 59, 8; D 60, Supp. 4
 Kurku My 59, 7
 Lao O 59, 8
 Latin My 59, 2; F 61, 5
 Lingala O 61, Supp. 5
 Lingua Sistemfrater Ap 60, Supp. 3
 Madurese Je 61, 2
 Malay O 59, 5; Je 61, 2, 4
 Malayalam My 59, 7
 Malayo-Polynesian D 60, Supp. 4; F 61, 8; Je 61, 2, 4, 6
 Malinke O 61, Supp 5
 Marathi My 59, 6, 7; O 59, 1; D 59, Supp. 2, D 60, Supp 4
 Middle Eastern Ap 59, 3; Ap 60, 5; D 60, Supp. 4; F 61, 8
 Mongolian My 59, 6; O 59, 8; D 60, Supp. 4
 Mongolian, Dagur O 61, 5
 Mordvinian D 60, Supp. 4
 Moré O 61, Supp. 5
 Mossi O 61, Supp. 5
 Munda D 60, Supp. 4

Near Eastern Ap 60, 4; D 60, Supp. 4
 Neglected O 61, 3
 Norwegian O 59, 5; O 60, 2, O 61, Supp 5
 Novial Ap 60, Supp. 3, 1
 Oriental O 60, 1
 Pacific F 61, 8
 Pahlavi My 59, 6
 Pali My 59, 6
 Panjabi O 61, Supp. 5
 Pashto My 59, 6; O 59, 8, D 60, Supp 4
 Persian Ap 59, 8; My 59, 2, 6; O 59, 1, 8; Ap 60, 3; O 60, 2;
 D 60, Supp. 4
 Persian, Old My 59, 6
 Polish O 59, 1, O 60, 2
 Portuguese O 59, 1, O 60, 2, D 60, Supp 4; F 61, 8; O 61,
 Supp 5; D 61, 6
 Quechua Ap 61, 1; O 61, Supp. 5; D 61, 6
 Rumanian O 61, Supp 5
 Russian My 59, 2; O 59, 1, 5; D 59, Supp. 2, 3, Ap 60, 6;
 Je 60, 1; Ag 60, 8; O 60, 2, D 60, Supp. 4, F 61, 5; Ap 61, 8;
 Ag 61, 7; O 61, Supp 5
 Sanskrit My 59, 6; D 59, Supp. 2, 3
 Semitic (Ethiopia) D 60, Supp. 4
 Serbo-Croatian O 59, 1, 5
 Shilha O 59, 8
 Singhalese O 59, 1; D 60, Supp. 4
 Somali O 61, Supp. 5
 Spanish O 59, 5; D 59, Supp 2, 2, F 60, 3; Ap 60, 6, Ag 60, 3;
 O 60, 2; D 60, Supp 4; Ap 61, 1, 4; O 61, Supp 5, D 61, 5, 6
 Sundanese Je 61, 2
 Swahili O 59, 1; D 60, Supp. 4; O 61, Supp. 5
 Swedish O 60, 2
 Tagalog My 59, 5; D 60, Supp 4
 Tamil My 59, 6, O 59, 1, O 60, 2, D 60, Supp 4
 Telugu My 59, 7, O 59, 1; D 60, Supp 4, D 61, 4
 Thai My 59, 2; O 59, 1, 5, 8; F 60, 7, D 60, Supp. 4,
 O 61, Supp 5
 Tibetan My 59, 6, O 59, 1, 8, D 60, Supp 4
 Turkish Ap 59, 8, My 59, 2, 6, 7, O 59, 1, 5, Ap 60, 3;
 D 60, Supp 4; O 61, 5
 Twi D 60, Supp. 4
 Uigur My 59, 6
 Uigur, Old My 59, 6
 Unwritten O 60, 6
 Uralic-Altaic O 59, 1, 7, D 60, Supp 4; O 61, 5
 Urdu My 59, 6; O 59, 8, D 60, 7, Supp 4; O 61, Supp 5; D 61, 4
 Uzbek O 59, 8; D 60, Supp 4
 Vietnamese My 59, 2, O 59, 1, 8; O 60, 2, D 60, Supp 4
 Visayan O 61, Supp 5
 World, Languages of My 59, 6
 World, Major Languages of O 61, 4
 Yoruba O 59, 1; D 60, Supp 4; O 61, Supp 5

D. Colleges and Universities

Agra University Ap 59, 3
 Alberta, University of My 59, 2; D 59, 8
 American College for Girls Ag 59, 7
 American University Ap 60, 1
 Associated Colleges of the Midwest Je 60, 2
 Baylor University My 59, 5
 Buffalo, University of My 59, 1
 California, University of (Berkeley)
 faculty linguistics club Ap 61, 5
 Hindi-Urdu project Je 60, 6
 machine translation symposium Ag 60, 1
 summer program on India D 61, 4
 California, University of (Los Angeles)
 conference on psychology and second-language learning
 F 60, 8; Je 60, 6
 M. A. linguistics Je 60, 2
 machine translation symposium Ag 60, 1
 teaching English as foreign language F 61, 3
 teaching English in Philippines My 59, 5; F 61, 3
 visual aids — Spanish grammar O 59, 6
 California, University of (Santa Barbara College)
 foreign language teaching — high schools Ag 59, 8
 Cambridge University Ag 61, 1
 Central University F 61, 6
 Columbia University Ap 59, 3
 Teachers College Ag 60, 1
 West African Languages Survey Je 60, 5
 Cornell University Ap 61, 1
 Deccan College Ap 59, 3; My 59, 7
 École Normale Supérieure, St Cloud F 60, 1
 Edinburgh, University of My 59, 5
 George Washington University Ag 60, 8
 Georgetown University
 African languages and area studies Je 60, 2
 English for foreign students My 59, 1, Ag 59, 3
 English program (Turkey) Ag 59, 3, Je 60, 1
 machine translation D 59, 3
 M. S. linguistics Ag 59, 3
 Ph. D. linguistics and languages Ap 61, 7
 Roundtable Languages and Linguistics, 11th, F 60, 3; Je 60, 3
 Russian for the blind O 60, 3
 summer linguistics program F 61, 5
 summer program F 61, 5
 Survey of Major African Languages My 59, Supp. 1
 teaching of Latin My 59, 2
 Goucher College O 59, 6
 Harvard University Ap 59, 3; Je 60, 2
 Howard University O 59, 8
 Illinois, University of F 61, 8
 Indiana University
 Archives of Languages of the World My 59, 6
 Conference on Style D 61, 3
 lexicography conference D 60, 7
 NSF conference Ag 60, 8; Ag 61, 7
 Russian Institute Je 60, 1, F 61, 2
 Uralic and Altaic O 61, 5
 Institut für Pädagogik, Hamburg O 59, 2
 Instituto de Estudios Islámicos, Madrid D 59, 1
 Johns Hopkins University Ap 59, 3
 School of Advanced International Studies Ap 61, 4
 Kabul University Ag 60, 1
 Kentucky, University of
 Foreign Language Conference, 13th, Je 60, 4
 Foreign Language Conference, 14th, Ag 61, 8
 Leeds, University of Ag 61, 4
 Makerere College F 61, 1; Je 61, 5
 Massachusetts Institute of Technology Ag 59, 2; D 59, 3;
 Ap 61, 8
 Michigan, University of
 classical studies F 61, 8
 Five-University Summer Program in Middle Eastern Languages
 Ap 60, 3
 Linguistic Institute My 59, 2; O 59, 4
 summer program in linguistics F 61, 5
 teaching of English
 English Language Institute Je 61, 3; O 61, 7
 in Laos, Thailand, and Vietnam D 59, 7
 summer institutes My 59, 1, Je 61, 1
 Michigan State University F 61, 8
 New York University Ag 59, 2
 Oregon, University of F 61, 2
 Pennsylvania, University of Ap 61, 8
 Pennsylvania State University D 59, 3
 Pittsburgh, University of F 60, 8
 Princeton University Ap 59, 3; F 61, 5
 Puerto Rico, University of Ap 59, 8; Je 60, 1; F 61, 2;
 D 61, 5
 P.S.G. College of Technology, Coimbatore, India My 59, 2
 Rio Grande do Sul, University of F 61, 8
 Robert College Ag 59, 7
 Rochester, University of Je 60, 2
 Saint Michael's College My 59, 1
 San Francisco State College Ap 61, 8
 School of Advanced International Studies, Johns Hopkins
 University Ap 61, 4
 Southern California, University of O 59, 6; Ag 60, 1
 Stanford University Je 60, 1, F 61, 2
 Teachers College, Columbia University Ag 60, 1
 Texas, University of My 59, 7; F 60, 8; Je 60, 3; F 61, 5
 Tulane University Je 60, 2
 University College, London Ap 61, 3
 Wales, University of Ap 61, 6
 Washington, University of F 60, 8; Ag 60, 1, 7
 Wisconsin, University of F 61, 8
 Yale University Ap 59, 8

E. U.S. Government

Armed Forces O 60, 1, 4
Binational Center Program O 59, 1
Board on Geographic Names O 60, 6
Civil Service Ag 59, 8
Defense Dept D 60, 2
Foreign Languages in Elementary Schools (NDEA) Je 60, 1, F 61, 2
Foreign Service Institute My 59, 4, 8; Ap 61, 4; Je 61, 4
Fulbright Program My 59, 8, Ag 59, 4, D 59, 6, F 60, 5, Ap 60, 6, Je 60, 4, D 60, 7, F 61, 3, Je 61, 1, D 61, 1
Health, Education and Welfare D 59, 6; Je 60, 6; O 60, 3
Inter-Agency Committee on English Teaching Ap 60, 6
International Cooperation Administration My 59, 2, Ag 59, 3; O 59, 4, 5; D 59, 7; Ap 60, 5; Je 60, 1; F 60, 3; Ag 60, 1; D 60, 1; F 61, 3, Ag 61, 3
International Educational Exchange Service My 59, 2; Ag 59, 8, Je 60, 4

F. General Index

Advisory Committee (CAL) Ap 59, 1; My 59, 1, D 59, 2, Ap 60, 1, D 60, 7, D 61, 7
Advisory Committee for the MLA Foreign Language Program Ap 60, 6
Afghanistan Ag 60, 1
alphabets D 59, Supp 2, 1, 3, 4
American Council of Learned Societies Ag 59, 8; O 59, 4, 5, 8, Ap 60, 5, D 60, 2, O 61, 2; D 61, 1
American Council on Education D 60, 8, Ag 61, 3, 4, O 61, 1
American Indians F 60, 3
Anglo-American Conference on English, 3rd, Ag 61, 1
Ann Arbor Conference D 61, 2
Annual Conference of the National Association of Foreign Student Advisers, 12th, Je 60, 3
applied linguistics, *see* linguistics, applied
Arabization Ag 61, 3
Archives of Languages of the World My 59, 6
Army Specialized Training Program O 61, 2
Asociación Colombiana de Profesores de Inglés (ACPI) D 61, 8
Association of Southeast Asian Institutions of Higher Learning F 60, 7
audio-lingual instruction D 59, 3
audio-visual My 59, 3; O 59, 6, 7, F 60, 1, Je 60, 6, D 60, 3, 6, F 61, 1, O 61, 7; D 61, 4
augmented Roman alphabet Ap 60, Supp 3, 3
aural aids Ag 59, 7
Australia
English teaching in Ag 60, 3
automatic analysis Ap 61, 8
bibliography (language teaching) D 59, Supp 2
bilingualism Ap 59, 4; F 60, 2, Ap 61, 6
blind, Russian courses for O 60, 3
Bountiful High School Je 60, 8
British Council My 59, 3; Ap 60, 5, F 61, 7, Ag 61, 1; O 61, 8
Bundesverband der Dolmetscher und Uebersetzer Je 60, 2
Bureau d'Etude et de Liaison pour l'Enseignement du Français dans le Monde Ag 61, 2
California State Department of Education Ag 59, 8
Canadian Linguistic Association D 59, 8; Ag 60, 7
Carnegie Corporation F 60, 1
center concept O 61, 1
Center for Applied Linguistics Ap 60, Supp 3; Ag 61, 1
Advisory Committee D 59, 2; Ap 60, 1, D 60, 7; D 61, 7
Conference on Teaching English Abroad Ap 60, 5
Conference on the Teaching of Language D 61, 5
contrastive structure studies D 59, 7, Ap 60, 2
establishment and history Ap 59, 1, 6; O 59, 8; Ap 60, 1; D 61, 3
film series Je 61, 8
Joint Conference on Neglected Languages O 61, 3
library D 60, 3
possible roles My 59, 2
Publications Conference D 60, 7
roster of linguists D 60, 1
Survey of Second Language Teaching D 61, 8
teaching of English My 59, 3, Ag 61, 3
testing English proficiency Ap 61, 4
theses list F 61, 7
World Language Survey Ap 61, 3, 8
centers O 61, 1
Centre d'Etude du Vocabulaire Français Ap 61, 1, 2
Chicago Linguistic Society Ap 61, 6

Language Development Section Ag 59, 7; Je 60, 1
Language Development Program Ap 59, 5
Language Testing Unit My 59, 4
National Bureau of Standards Ap 61, 8
National Defense Education Act Ap 59, 5; Ag 59, 7; O 59, 1; F 60, 7, 8, Ap 60, 4, Je 60, 1, 6; Ag 60, 8, O 60, 2, 3; F 61, 2, 7, 8, Ap 61, 8, Je 61, 4; Ag 61, 1; O 61, 1; D 61, 4, 6
Title VI Projects D 60, Supp 4; O 61, Supp 5
National Science Foundation D 59, 3; Ag 60, 8; Ag 61, 7
Office of Education My 59, 2, Ag 59, 7; O 59, 1, 4; F 60, 7; Ap 60, 5, 8, Je 60, 2, 4; O 60, 2, 3, 8, D 60, 7, 8; F 61, 2, 7; Je 61, 4; Ag 61, 1, 7, 8, O 61, 1, 3, D 61, 6
Smith-Mundt D 59, 6, Ap 60, 6; Je 60, 4, F 61, 3
State Dept. My 59, 4, Je 60, 4, O 60, 1; F 61, 3, 4
United States Information Agency Ap 59, 3; My 59, 2, O 59, 1, 5, Ap 60, 5; Ag 60, 8; D 60, 3; F 61, 7; O 61, 7
Voice of America O 59, 8

Colegio Experimental "24 de Mayo" F 61, 6
College Entrance Examination Board F 60, 3
College Language Association 1960 meeting Je 60, 3
Colombo Plan Ag 60, 4
Committee on African Languages Ap 60, 6
Committee on Contrastive Cultural Analyses Ap 60, 8
Committee on the Dissemination of Russian and East European Linguistic Literature D 61, 7
Committee on Indic and Iranian Studies (ACLS) O 61, 2
Committee on Language and Psychotherapy Ap 60, 5
Committee on Language Programs (ACLS) Ap 60, 5; O 60, 3
Committee on Linguistics and Psychology of the SSRC F 60, 1; Ap 60, 6
Committee on Middle Eastern Languages Ap 60, 8
Committee on the Near and Middle East of the SSRC Ap 59, 8
Committee on South Asian Languages of the Association for Asian Studies Ap 59, 3; My 59, 2, 6; Ap 60, 6
Committee on Uralic-Altai Languages Ap 60, 5, 6
Commonwealth Conference on the Teaching of English as a Second Language F 61, 1; Je 61, 5
Commonwealth Education Liaison Committee F 61, 1
communication and language teaching D 59, 6
comparative linguistics Ap 59, 4
Conference Board of Associated Research Councils My 59, 1, 2; Ap 60, 6, F 60, 5; D 60, 7; D 61, 1
Conference on Lexicography D 60, 7
Conference on Psychology and Second-Language Learning F 60, 8, Je 60, 6
Conference on Style D 61, 3
Conference on Teaching English Abroad Ap 59, 8, Ap 60, 5
Conference on the Teaching of Language D 61, 5
Conferencia Sobre la Enseñanza de Lengua D 61, 5
contrastive structure studies D 59, 7; Ap 60, 2, 5; O 60, 3
bibliography Ap 60, 5
Cornell Linguistic Club Ap 61, 7
culture D 59, 1; Ap 60, 4, Je 60, 3; Je 61, 4, 6
contrastive analyses Ap 60, 8
culture shock D 59, 4
Descriptive Register Ap 61, 3
Dorcy, Gertrude Nye Je 61, 1
Ecuador F 61, 3
education Ag 59, 1
Educational Testing Service O 60, 8
Electronic Teaching Laboratories, Inc. Ag 61, 8
electronics and linguistics D 61, 3
English, *see* Section C. Languages
English Language Exploratory Committee Je 60, 8, F 61, 7; Ap 61, 3
English Language Institute Je 61, 3
English Language Services, Inc. O 59, 3, F 60, 3, D 60, 1; Je 61, 8
English-Teaching Advisory Panel O 61, 7
Federal Translator's Society D 59, 7
Fédération Internationale des Traducteurs D 59, 2
fellowships O 59, 6, 7; Ap 60, 4, F 60, 8; D 61, 6, 7
Ferguson, Charles A Ap 59, 1
Film Review Committee D 60, 3
films O 59, 7; F 60, 1, Je 60, 6; D 60, 3; Je 61, 8; D 61, 5
Five-University Summer Program in Middle Eastern Languages Ap 59, 3, 8; My 59, 2; Ap 60, 3; F 61, 5
Ford Foundation
Ann Arbor Conference D 61, 2
Archives of Languages of World My 59, 6
CAL Ap 59, 1, My 59, 1; Ap 61, 3; D 61, 3

- CAL Survey of Second Language Teaching D 61, 8
 Conference on Chinese F 60, 7
 English teaching abroad Ap 59, 6; My 59, 3;
 Ag 59, 7; F 60, 3; Je 60, 4
 fellowships O 59, 7
 Five-University Summer Program in Middle Eastern Languages
 Ap 59, 8
 Michigan Linguistic Institute O 59, 4
 West African Language Survey Je 60, 5; D 61, 7
 foreign language broadcast monitor, Germany D 59, 2
 Foreign Language Program Research Center (MLA) Ag 61, 5
 foreign language teaching, *see* language, study and teaching
 Fund for the Advancement of Education Ap 59, 6
 Gage, W. W. Ap 60, 3
 Georgetown Roundtable Languages and Linguistics F 60, 3;
 Je 60, 3
 German-American Community School O 60, 2
 government language policies D 59, Supp 2, 1, 4
 Greater New York Council for Foreign Students Je 60, 3
 Guinea
 English teaching in D 60, 1
 Harben, Felicia E. Ap 60, 3
 high school foreign language teachers qualifications Ap 59, 7
 India Ap 59, 2, D 59, Supp 2, 4
 Indian studies F 61, 8; D 61, 4
 Indonesia Je 61, 1
 Institute of International Education D 59, 2, Ag 61, 4
 Institute of Modern Languages, Inc. D 60, 8
 Institute of Study of the Peoples of Asia and Africa O 60, 2
 Interdisciplinary Seminar in Language and Culture Ap 60, 8
 international auxiliary languages Ap 60, Supp 3
 International Communications Foundation Je 60, 6
 International Congress of Linguists, 9th, O 61, 6
 International Congress of Orientalists, 25th, O 60, 1
 international exchange Ap 59, 6
 International Refugee Organization Ag 60, 3
 Interpreters' Guild of Washington Je 60, 8
 Iran Je 61, 1
 Joint Committee on Asian Studies of the ACLS and the SSRC
 Ag 59, 8
 Joint Committee on Native American Languages Ap 60, 5
 Joint Committee on Slavic Studies Ap 60, 6
 Joint Conference on Neglected Languages O 61, 3
 Laboratory for Lexicological Analysis Ap 61, 1
 Lackland Air Force Base, San Antonio F 60, 3
 language and area studies D 60, 8, O 61, 1
 language engineering Je 61, 1
 Language Films, Inc. D 60, 3
 language laboratory D 60, 6, 7
 Central University, Ecuador F 61, 6
 in Turkey Ag 59, 7
 MIT Ag 59, 2
 language, study and teaching D 59, Supp 2, 2, 3, Ag 60, 3;
 D 60, 6
 application of linguistics to Ap 59, 4; D 59, 3, Supp 2;
 F 60, 1; Ap 60, 6, O 60, 3, D 60, 3; Ag 61, 6; O 61, 8;
 O 61, 4
 and area studies O 61, 2
 armed forces schools O 60, 1
 audio-visual aids Ag 59, 2, 7; O 59, 7, D 59, 3;
 F 60, 1, D 60, 3, Je 61, 8; Ag 61, 8, D 61, 4
 bibliography D 59, Supp 2, 1
 and communication D 59, 6
 and cultural attitudes D 59, 1, Supp 2, 2; Je 60, 3,
 Je 61, 4, 6
 and cultural understanding Ap 60, 8
 high schools Ag 59, 8; O 60, 2
 Intensive Language Program O 59, 5
 language committees Ap 60, 5
 materials for Ag 59, 6, O 59, 3
 methodology of Ap 60, 4
 of Middle Eastern languages in the U.S. Ap 60, 5
 for missionaries D 59, 2, Supp 2, 2
 MLA FLPRC materials F 61, 2; Ag 61, 5
 and the national interest Ag 59, 1, D 59, 1, Supp 2, 4;
 Ap 61, 8
 NDEA research O 59, 6
 NDEA teacher orientation Je 61, 4
 NDEA teachers' institutes My 59, 2, Je 60, 1; F 61, 2
 NDEA Title III O 59, 7
 NDEA Title VI O 59, 1, O 60, 3
 NDEA Title VII O 59, 7
 oral approach Ap 60, 5
 personalized teaching D 59, 5
 philosophy of Ag 59, 5
 psychology of F 60, 1, 8, Je 60, 6
 unified language program Ag 59, 5
 language universals F 60, 3, Ag 61, 5
 Languages-of-the-World Files Ag 60, 8
 Laos D 59, 7
 Latin American Studies D 61, 6
 lexicography
 conference on D 60, 7
 Liaison Committee for the MLA Foreign Language Program
 Ap 60, 6
 Linguatrainee Ag 59, 2
 Linguistic Circle of Columbus Ag 60, 7
 Linguistic Circle of New York Ag 60, 7
 Linguistic Club of Puerto Rico Ap 61, 5
 linguistic geography D 61, 4
 linguistic clubs Ag 60, 7; Ap 61, 5, O 61, 8
 Linguistic Colloquy, University of Kansas Ap 61, 5
Linguistic Reporter Ap 59, 8
 Linguistic Society of America Ag 59, 3, F 60, 8; Ag 60, 7;
 F 61, 5, D 61, 2
 linguistics D 59, Supp 2, 3; Je 61, 2; Ag 61, 6
 ACLS publications in O 59, 5
 alphabets D 59, Supp 2, 1
 analysis My 59, 7, D 59, Supp 2, 2, O 60, 3
 applied Ap 59, 4, 6, 7, D 59, Supp 2, 2, 4, F 60, 1;
 Ap 60, 4, Je 60, 2, Ap 61, 1; D 61, 1
 in the USSR O 60, 2
 bilingualism Ap 59, 4, D 59, 1, F 60, 2
 Board on Geographic Names O 60, 6
 classification
 African languages My 59, Supp 1, 3
 committees F 60, 1; O 60, 3; Ag 61, 5
 and communication O 60, 8
 comparative Ap 59, 4
 contrastive Ap 60, 2, 5, O 60, 3, D 60, Supp 4
 bibliography Ap 60, 5
 CAL series D 59, 7
 current state Ap 59, 1; D 61, 3
 descriptive D 59, Supp 2, 2
 and electronics D 61, 3
 Fulbright awards in Ag 59, 4
 Georgetown Roundtable F 60, 3
 and geography D 61, 4
 government language policies D 59, Supp 2, 1
 history D 61, 3
 language change Ap 60, Supp 3
 language engineering Je 61, 1, 2
 in language teaching Ap 59, 4, 6; My 59, 5, Ag 59, 3, 7,
 D 59, 3, Supp 2, 1, 2, F 60, 1, 6; Ap 60, 5; O 60, 3;
 Ap 61, 1, Ag 61, 3, 6; O 61, 2, D 61, 1, 2, 4
 at the U.N. Ap 60, 6
 language universals F 60, 3; Ag 61, 5
 linguistic families
 Soviet publications on My 59, 6
 literature
 dissemination of Russian and East European Ag 61, 7
 and mathematics D 61, 3
 methodology My 59, 2, 5; Ap 60, 4
 morphophonemics O 60, 6
 and Oriental languages
 International Congress of Orientalists, 25th, O 60, 1
 phonemics D 59, Supp 2, 3
 bibliography Ap 60, 5
 phonetics D 59, Supp 2, 3, Ap 60, 6; Ag 61, 6
 psycholinguistics F 60, 2
 and psychology F 60, 1, 4, 8
 bibliography in preparation F 60, 3
 Southwest Project in Comparative Psycholinguistics
 F 60, 2
 science of Ag 59, 6
 selected readings in D 59, Supp 2
 standardization Je 61, 4
 structural Ap 59, 4; F 60, 2, 6, 8; D 61, 1
 syntax
 English My 59, 7
 theses for CAL file Ag 60, 8; Ap 61, 5
 training Ap 59, 4, My 59, 2, 5; Ag 59, 1, 3; D 59,
 8, F 60, 8; O 60, 3; F 61, 8; Ap 61, 7; Je 61, 4
 at Besançon Ap 61, 1
 at Harvard Je 60, 2
 for missionaries D 59, 8
 Pacific High School D 61, 8
 translation and interpreting D 59, Supp 2, 1
 in the USSR O 60, 2
 Linguistics Circle of Manitoba and North Dakota Ap 61, 6

- Linguistics Club, University of Illinois Ap 61, 6
 Linguistics Discussion Group, Princeton University Ap 61, 6
 Linguistics
 Roster of D 60, 1; F 61, 7; Ap 61, 7
 "Linguists Wanted" F 61, 4, Ap 61, 4; Je 61, 7; Ag 61, 6;
 O 61, 3, D 61, 7
 literacy My 59, 5; D 59, Supp 2, 3, Je 60, 1
 machine translation, *see* translation, machine
 mathematics and linguistics D 61, 3
 Metropolitan Linguistics Club of Detroit O 61, 8
 Michigan Linguistic Society Ag 60, 7; Ag 61, 6
 Minnesota Group for Linguistics Ag 60, 7
 Missionary Training Conference, Allegheny College D 59, 8
 Modern Language Association of America D 60, 2, O 61, 2,
 D 61, 4
 and the CAL Ap 59, 1, My 59, 3
 Chinese conference F 60, 7
 Chinese conference newsletter D 61, 8
 foreign language materials F 61, 2, Ag 61, 5, 7
 Foreign Language Testing Program F 60, 7
 Joint Conference on Neglected Languages O 61, 3
 publications D 59, Supp 2, 3
 report on cultural understanding Ap 60, 8
 survey of foreign languages in high schools O 60, 2
 tests in language skills O 60, 8
 training films D 60, 3; Je 61, 8; D 61, 5
 Morgan, Raleigh, Jr Ap 59, 1
 Moroccan Ministry of Education Ag 61, 3
 morphophonemics O 60, 6
 Mueller, Klaus A Je 60, 2
 National Academy of Science My 59, 1
 National Association of Foreign Student Advisers
 annual conference, 12th, Je 60, 3
 testing English proficiency Ag 61, 4
 National Conference on Asia and the U.S. 6th, Ap 59, 2
 National Council of Teachers of English
 roster My 59, 6
 secondary school textbooks Ag 60, 8, F 61, 7
 statement on English as second language Ap 61, 8
 National Federation of Modern Language Teachers Associations
 1959 annual meeting F 60, 5
 national interest and language study Ag 59, 1, D 59, 1;
 Supp 2, 4; Ap 61, 8
 National Roster of Scientific and Specialized Personnel D 60, 1
 National Science Foundation
 conferences on Russian linguistic
 literature Ag 60, 8; Ag 61, 7
 seminar on mechanical translation D 59, 3
 National Symposium on Machine Translation Ag 60, 1
 NATO
 London Conference on Afro-Asian languages Ag 59, 1, 5
 positions F 61, 4
 New York City Board of Education
 English for foreign high school students Ag 59, 8
 Northeast Conference on Language and Culture Je 60, 3
 Ohannessian, Sirarpı Ap 60, 3
 Oriental Literature Publishing House of Moscow
 series on languages of non-Soviet East My 59, 6
 orthography Ap 60, Supp 3
 Pacific High School
 linguistic courses D 61, 8
 Pacific Science Congress, 10th, F 61, 8
 "Personalia" Ag 60, 7; Ag 61, 7
 Peru
 Quechua language program Ap 61, 1
 Philippine Center for Language Study F 61, 3, D 61, 1
 Philippines
 teachers attend linguistic institute O 59, 4
 teaching of English in My 59, 5
 Philological Club, Louisiana State University Ap 61, 7
 phonemics Ap 60, 5
 phonetics Ap 60, 6, Ag 61, 6
 predictive analysis Ap 61, 8
 Program in Oriental Languages (ACLS) O 59, 8; Ap 60, 5
 psycholinguistics F 60, 2, Ag 60, 1
 psychology
 committee on linguistics and psychology Ag 61, 5
 and linguistics F 60, 1, 4, 8
 and second-language learning Je 60, 6
 Publications Conference (CAL) D 60, 7
 Rand Corporation
 electronics and linguistics D 61, 3
 Reid H. Ray Film Industries, Inc.
 MLA training films D 60, 3
 Research Information Unit (RIE) D 59, 2
 Rockefeller Foundation Je 60, 4
 language program in India Ap 59, 3
 Madrid conference on teaching Arabic D 59, 1
 Michigan Linguistic Institute O 59, 4
 Quechua program at Cornell Ap 61, 1
 support of foreign language study O 61, 2
 teaching of English in Egypt D 61, 2
 teaching of English in Philippines Ap 59, 6; My 59, 5;
 O 59, 4
 rosters
 of Associations of English Teachers Abroad My 59, 6
 of language specialists (Interpreters' Guild) Je 60, 8
 of Linguists (CAL) D 60, 1, F 61, 7, Ap 61, 7
 National Roster of Scientific and Specialized Personnel
 D 60, 1
 secondary schools
 TESL textbooks Ag 60, 8
 Social Science Research Council Ap 59, 8; F 60, 1; Ap 60, 6;
 Ag 61, 5
 Southwest Project in Comparative Psycholinguistics F 60, 2
 speech
 research in O 59, 6
 and action D 59, 5
 structural linguistics Ap 59, 4; F 60, 2, 6, 8; D 61, 1
 Student Linguistic Society Ag 60, 7
 Study Group in Asian and African Languages (NATO) Ag 59, 1
 summer institutes F 61, 5
 Survey of Second Language Teaching F 61, 7
 syntax of English My 59, 7
 teachers
 exchange D 59, 6
 MLA qualification tests O 59, 7; F 60, 7
 teaching, *see* language, study and teaching, *also* English, teaching,
 in Section C, Languages
 Teaching Film Custodians D 60, 3, Je 61, 8
 television
 and English language teaching O 61, 7
 tests
 of Chinese Language Proficiency F 60, 7
 English of foreign students Je 60, 3; Ag 61, 4
 languages in Foreign Service My 59, 4
 MLA Foreign Language Testing Program F 60, 7
 U.N. language Ap 60, 7
 Thailand
 English teaching in D 59, 7; D 61, 1
 theses
 CAL file Ag 60, 8, Ap 61, 5
 Toronto Institute of Linguistics D 59, 8
 transcription O 60, 6
 translation, machine D 59, Supp 2, 4
 automatic analysis Ap 61, 8
 Georgetown D 59, 3
 MIT Ap 61, 8
 National Symposium on Ag 60, 1
 predictive analysis Ap 61, 8
 University of Pennsylvania Ap 61, 8
 translation and interpreting D 59, Supp 2, 1, 4
 translators Je 60, 2
 certification D 59, 7
 Federal Translator's Society D 59, 7
 transliteration O 60, 6
 Turkey
 English teaching in Ag 59, 7
 Georgetown English program in Je 60, 1
 UNESCO
 bilingual seminar Ap 61, 6
 Institut für Pädagogik, Hamburg O 59, 2
 Madrid conference on teaching Arabic D 59, 1
 Report of Sixth National Conference on Asia and the U.S.
 Ap 59, 2
 Walter, Felix D 60, 2
 United Nations
 language courses Ap 60, 6
 University of Kentucky Foreign Language Conference, 13th,
 Je 60, 4; 14th, Ag 61, 8
 Vietnam D 59, 7
 visual aids, *see* audio-visual
 Walker, Nora Ap 59, 1
 Walter, Felix D 60, 2
 Washington Linguistic Club O 59, 8; Ag 60, 7
 West African Language Survey Je 60, 5; D 61, 7
 World Language Survey Ap 61, 3
 writing systems, *see* alphabets
 Yale Linguistic Club Ap 61, 5

Study Conference on French at Sèvres

by Janine Pélissié

[Mlle. Pélissié is professeur chargé d'études at the Bureau d'Etude et de Liaison in Paris]

A study conference held at the International Center of Sèvres, at the initiative of the Bureau d'Etude et de Liaison pour l'Enseignement du Français dans le Monde and the Centre de Recherche et d'Etude pour la Diffusion du Français, brought together teachers and representatives of ministries and university people concerned with the problems of applied linguistics and the teaching of French as a foreign language. For three days, December 20-22, 1961, in general discussions and in working sessions of specialists, the participants dealt with various aspects of the scientific, pedagogical and administrative problems which could be posed.

They sketched the main lines of what should be the basis of fundamental research in contemporary French and in

consequence the basis of the teaching of French abroad: the search for a "model," the definition of a "neutralised" French generally spoken and generally accepted, a description of spoken French (phonology, morphology, syntax and lexicon), structural comparisons between French and other languages.

They were concerned especially with the problem of training, and recommended that the teaching of applied linguistics should be made general in France, sanctioned by a *licence de lettres appliquée*. A *certificat de technologie* would prepare certain technicians in audio-visual methods. Research workers should be trained by a *licence de recherches*, the outline of which has been suggested by the ad hoc committees of the Centre National de la Recherche Scientifique. The educational program of future professors and researchers would include courses in general lin-

guistics, phonetics, the psychology and sociology of language, mathematics applied to *sciences humaines*, and contemporary French. Proposals will be presented to appropriate departments of the Ministry of National Education.

It was decided to create a permanent file of research located in Paris. Setting this up will be the first tangible result of the liaison which the participants of the Sèvres conference hope to see established between the various specialists on the one hand and the research workers and centers of French instruction on the other. The first information collected will permit the publication of a "State of University Research" [*Etat de la Recherche Universitaire*] in France, which will appear some time in 1962 at the same time as the report on the Sèvres conference. Finally, this first colloquium will serve as a point of departure for new gatherings: meetings of psychologists and educational psychologists and of grammarians are planned for 1962, and an international conference for 1963. [Translated from the French by C. A. Ferguson.]

Ph.D. Program in Linguistics at M.I.T.

by Morris Halle

[Dr. Halle is Professor of Modern Languages, M.I.T.]

Research in linguistics has been going on at M.I.T. for over a decade. The projects, which have been administered by the Research Laboratory of Electronics, have brought to the Institute a number of linguists who have been working on a fairly wide range of topics from the phonology and morphophonemics of modern English to the historical syntax of Siouan, and from mathematical models in linguistics to the acoustics and psychoacoustics of

speech. The presence of this group of linguists, most of whom were faculty members of the Department of Modern Languages, led naturally to a proposal for a graduate program in linguistics. In the winter of 1960 the Department of Modern Languages (Head: Professor W. N. Locke) was authorized by the Corporation of M.I.T. to grant Ph.D. degrees in linguistics, and in the fall of 1961 the first group of graduate students was admitted.

In 1961-62 the following courses were offered in the department: Introduction to Linguistics (Halle); Survey of General Linguistics (Chomsky); Linguistic Structure (Chomsky); Problems of Phonology (Halle), Structure of English (Klima); Poetics (Jakobson); Language, Symbolic Processes and Computer (Yngve); and Mechanical Translation and Language Processing (Yngve).

In 1962-63 the following will be added: Mathematical Backgrounds for Communication Sciences (Hall); Mathematical Models in Linguistics (Chomsky); Structure of Russian (Halle, Klima), Typology of Grammars (Mathews); Linguistic Change (Halle, Klima);

and Sound and Meaning (Jakobson).

A number of courses in areas of interest to linguists are being taught in other departments of the Institute. Moreover, graduate students at M.I.T. have the privilege of registering for courses at Harvard University. The latter is particularly important for students wishing to take instruction in languages not taught at M.I.T.

Candidates for admission must have or be prepared to acquire competence in at least two languages other than English and some background in the physical sciences or mathematics. To receive a Ph.D. degree students must complete the equivalent of two years of graduate study including a number of required courses in linguistics and a minor program in an area approved by the department. In addition they must pass a general examination both oral and written, and prepare and successfully defend a Doctor's thesis, demonstrating ability for independent research.

A number of fellowships and employment opportunities are available for qualified students.

Further information about the program can be obtained by writing to Professor Morris Halle, 14N-311, M.I.T., Cambridge, Massachusetts.

NIJMEGEN—from page 4

son (London Institute of Education), Mlle. J. Pélissié (BEL), George E. Perren (ETIC), Clifford H. Prator (UCLA), B. Quemada (Besançon), John A. Quinn (Ford Foundation), Randolph Quirk (University College), Trusten Russell (Conference Board of Associated Research Councils), Peter D. Stevens (Leeds), Genji Takahashi (National Federation of English Teachers' Associations in Japan), and Harold E. Urist (USIA).

Meetings and Conferences

- April 2-4. *Association for Asian Studies*. Boston, Massachusetts
- April 3-5. *American Oriental Society*. Cambridge, Massachusetts
- April 5-7. *Conference on College Composition and Communication*. Chicago, Illinois
- April 6-7. *Georgetown University Annual Round Table Meeting*. Washington, D.C.
- April 13-14. *Northeast Conference on the Teaching of Foreign Languages*. Boston, Massachusetts.
- April 13-14. *American Ethnological Society*, Washington, D.C.
- April 23-28. *Tenth International Congress of Romance Linguistics and Philology*. University of Strasbourg
- April 24-27. *National Association of Foreign Student Advisers*. (English Language Section—April 26-28) Washington, D.C.
- April 24-28. *Internationaler Neuphilologenkongress*. Vienna
- April 26-28. *University of Kentucky Foreign Language Conference*. Lexington, Kentucky
- April 28-30. *International Association for the Study of Italian Language and Literature*. Mainz, Germany; May 1—Cologne
- June 15-16. *Canadian Linguistic Association*. Hamilton, Ontario
- July 17-21. *International Colloquium on Multilingualism in Africa*. Brazzaville
- July 27-28. *Linguistic Society of America Summer Meeting*. University of Washington, Seattle

Colloquium on Multilingualism in Africa

An International Colloquium on Multilingualism in Africa, under the auspices of the Commission for Technical Cooperation in Africa South of the Sahara, will be held in Brazzaville July 17-21.

The following subjects will be considered: linguistic change in Africa, creole and pidgin languages; factors involved in the adoption of "official" languages, and the role of world languages in Africa.

Pilot papers setting out the main problems under these four headings are being prepared by Joseph Greenberg (Columbia), Jack Berry (S.O.A.S., London), E. Glyn Lewis (U.K. Ministry of Education) and C. H. Prator (U.C.L.A.), and, on the basis of these, specialists from various countries will be invited to contribute papers on particular aspects of the subjects. Organizations may send observers, and scholars able to make their own arrangements to attend will be welcome.

Interested persons are invited to write to the Organizing Secretary, Dr D. W. Arnott, School of Oriental and African Studies, University of London, W. C. 1.

Altaic Conference at Indiana

The Permanent International Altaic Conference will hold its fifth meeting at Indiana University June 3-8. Meeting in the US for the first time since its organization in 1958, the PIAC will in its 1962 session survey the present status of Altaic studies and try to set forth a detailed program of the most urgent tasks of Altaic research to be conducted over the next five years.

Inquiries may be addressed to Denis Sinor, Secretary-General, PIAC, 1825 East Third St., Bloomington, Indiana.

Language Testing: The Construction and Use of Foreign Language Tests, by Robert Lado. London: Longmans, 1961. xxiii + 389 pp. Illus. 32⁹/₆"

The chief tenet of this book is that problems in language learning can be isolated through a comparison of the target language and the mother-tongue of the student and that testing based on this is then more reliable, valid and fast. The book has five parts. Part I deals with language learning and its relation to language testing; variables and strategy of testing and a critical evaluation of tests. Part II deals with the testing of pronunciation, the recognition and production of sound segments, stress, intonation, control and production of grammatical structure, and vocabulary. Part III deals with auditory comprehension, reading comprehension, speaking and writing, as well as the testing of translation and testing over-all control of the language. Part IV is concerned with the testing of cross-cultural understanding. Part V deals with the refining and use of language tests and takes up problems of norms, validity, reliability, item analysis, the three types of achievement, diagnostic and aptitude testing, and lastly designing experiments in foreign language learning. Bibliographical notes are appended to some chapters.

Reports of Surveys and Studies in the Teaching of Modern Foreign Languages, 1959-1961. *The Modern Language Association of America*. x + 326 pp. \$4.00 (available from the *MLA Foreign Language Research Center, 70 Fifth Avenue, New York 11, N.Y.*)

This collection of twenty-one surveys and studies undertaken by the MLA under an NDEA contract contains much statistical and tabular information on the status of modern foreign language teaching and learning in the United States. The studies are mainly concerned with student enrollments, language requirements, personnel and materials, and special needs in language teaching. Among the studies is an annotated bibliography of recent books and articles dealing with six important cultures: French, German, Hispanic, Italian, Luso-Brazilian, and Russian. Separate copies of any of the studies included can be obtained from the MLA for 50 cents each.

Language Experiment in Israel

Upon the invitation of the Ministry of Education and Culture of the State of Israel, representatives of Language Research, Inc., Cambridge, Mass., conducted a teacher training course in Israel from July 11 to August 4, 1961. The purpose of the course was to train Israeli English teachers and to set up a three-year experiment in Israel, comparing the Harvard Graded Direct Method with methods presently in use in that country. The program was under the supervision of David Weinstein, Teaching Fellow in Education, Harvard University.

A field report, prepared for Language Research, Inc. by some of the participants, follows detailed tabulated information on the participating teachers and students with a section on methodology including descriptions of the techniques of oral demonstration and application, the use of the movie, filmstrips and text materials used. Sections on aural comprehension and speech testing discuss

and evaluate the tests used, and describe the techniques of administration adopted and tabulated data on results. One section deals with learning problems such as that of large classes, disparity in the ability of students, etc., and goes on to special Israeli problems. This is followed by an evaluation of the course by both teachers and students.

The last section, a discussion of the assumptions underlying the Harvard Graded Direct Method as it was employed in Israel, discusses the learning theory involved in the use of the direct method, and the problem-solving nature of the techniques employed in designing and sequencing the materials. A discussion of first and second language learning follows. The reports ends with a reiteration of the importance of the use of the direct method in second language teaching, a statement that the techniques employed in Israel were judged to be applicable both to adults and children.

Army to Provide All Defense Language Training

A reorganization of Department of Defense Foreign Language Training centralizes in the Army responsibility for all of the Department's foreign language training of its civilian and military personnel, whether provided by schools maintained by the military departments, by instruction through commercial contracts, or provided by other Executive Departments, and for instruction in English to foreign military students.

Summer Programs

Linguistics at Texas. The University of Texas will present its Summer Program in Linguistics, June 12- August 15. Offering courses on the undergraduate and graduate level, the Program concentrates particularly on advanced courses in syntax and stylistics. The Texas faculty will be augmented by the following European scholars offering courses in their fields of specialization: R. A. Crossland (Sheffield); Gustav Herdan (Bristol); Hansjakob Seiler (Cologne); Eva Sivertsen (Trondheim); and Bjarne Ulvestad (Bergen).

Further information concerning application and University fellowships is available from Professor Werner Winter, University of Texas, Austin 12.

Effective upon approval of a plan by the Secretary of Defense for the Army's assumption of this responsibility, existing Department of Defense foreign language training resources will be transferred to the Department of the Army and "where feasible" the Army will also undertake the English language training of foreign military students.

Inter-University South Asian Studies. The Universities of California, Michigan, Minnesota and Wisconsin will sponsor the first session of an inter-university rotating summer school on South Asia and its languages to be held at the University of Wisconsin June 18-September 7.

Five intensive language courses (introductory and second year Hindi-Urdu, introductory and second year Telugu, and introductory Kannada) will be taught during the twelve week period. Civilization of India, Special Problems in Indian Philosophy, Indian History, and Seminar in History of South Asia will be taught concurrently, June 18-August 11.

Visiting professors include Professor Chavarria-Aguilar from the University

See Summer, 8, Col. 1

Linguists wanted

ASSOCIATE PROFESSOR, ASSISTANT PROFESSOR and LECTURER for Dept. English Language and Literature, Memorial Univ of Newfoundland, commencing Sept 1, 1962. Salaries commensurate with training, experience and other qualifications. One appointment will be made in Linguistics. Full curriculum vitae, recent photograph, statement of interests and letters of recommendation from three referees should be addressed to E. R. Seary, Dept. of English and Literature, Memorial Univ. of Newfoundland, St. John's, Newfoundland, Canada, as soon as possible.

ENGLISH AS A SECOND LANGUAGE. Address inquiries and resumes regarding following positions to. Miss S. Elizabeth Ralston, Teacher Placement Secretary, Near East College Association, 548 Fifth Ave., N.Y. 36.

TURKEY: American College for Girls' Chairman, English Language Training Division, teachers for eighth and tenth grade English and for beginning English; three teachers of American and English literature; single women or couple (both teachers) for literature-composition courses.

ROBERT ACADEMY: Man for tenth grade English and man for English language and grammar.

ROBERT COLLEGE OF ISTANBUL: Assistant professor for intensive English language training and history of the English language; six instructors for intensive English language training from elementary to advanced.

GREECE: Anatolia College Two single men and one single woman to teach English Language and Composition.

All appointments are for a three-year term starting fall 1962. Contracts include cash salary, round-trip transportation, baggage and basic furniture allowances.

SENIOR LINGUISTICS PROFESSOR and ASSISTANT LINGUISTICS PROFESSORS for Univ. of Rochester, Dept. of Language and Linguistics. Senior salary \$10,000-\$15,000, depending upon qualifications. Interested primarily in candidates trained in descriptive linguistics or traditional philology. Further information may be obtained from: D. Lincoln Canfield, Chairman, Dept. Foreign Languages, Univ. of Rochester, River Campus Station, Rochester 20, N.Y.

A schedule of summer English courses for foreign students is now being prepared by the Center for Applied Linguistics and will be available on request from the Center after April 15.

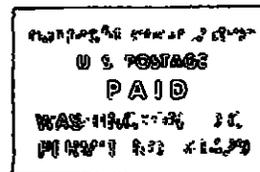
THE LINGUISTIC REPORTER

Newsletter of the

Center for Applied Linguistics

1346 Connecticut Avenue, N.W.

Washington 6, D.C.



SUMMER—from page 7

of Michigan, Professor Karl Potter from Minnesota, and Professor A. L. Basham from the University of London School of Oriental and African Studies. Professor Gerald B. Kelley, Chairman of the Department of Indian Studies and Director of the Indian Language and Area Center at the University of Wisconsin, will be summer program director.

For further information write. Director, Summer Program, Indian Language and Area Center, 905 University Avenue, Madison 5, Wisconsin.

Indian Studies at Pennsylvania. The University of Pennsylvania Center for South Asia Language and Area Studies will offer graduate and undergraduate courses on India and Pakistan including advanced Hindi/Urdu conversation May 21-August 10; elementary and second year Hindi/Urdu and elementary Sanskrit July 2-August 10.

The deadline for the receipt of scholarship applications is May 15. For information concerning admission and scholarships address: Professor W. Norman Brown, Chairman, South Asia Regional Studies, Box 17, Bennett Hall, University of Pennsylvania, Philadelphia 4.

Yale Language Institute. Yale University will offer, June 25-August 17, a series of intensive courses at beginning, intermediate, and advanced levels in contemporary languages of Europe and Asia, including Chinese (Cantonese and Mandarin), Japanese, Korean, Russian and Danish. Additional courses include English as a Foreign Language and the Teaching of Modern Languages.

A catalogue may be requested from Nelson Brooks, Director, Summer Lan-

guage Institute, 126 Hall of Graduate Studies, Yale University, New Haven, Conn.

Chinese at Seton Hall. Seton Hall University, South Orange, New Jersey, will offer a Summer Institute for elementary and secondary school teachers of Chinese from July 2 to August 17. Conducted in cooperation with the U.S. Office of Education Language Development Program, under the NDEA, the Institute will provide intensive Chinese language training, training in new teaching methods and courses in Chinese civilization.

January Conference on Testing English Proficiency

A Conference for the Organization of a Program for Testing the English Proficiency of Foreign Students, sponsored by the Center for Applied Linguistics in cooperation with the Institute of International Education and the National Association of Foreign Student Advisers, was held January 12-13 in Washington, D. C. This meeting represented the first step in the implementation of the decisions reached at last May's Testing Conference reported in the August 1961 *Linguistic Reporter*.

The main purposes of the January Conference were to discuss in detail the May Conference Report with representatives of organizations, agencies, and foundations concerned with the problem of foreign student English proficiency, and to organize a National Advisory Council to carry out the program.

Plans for the Conference had been made by an Interim Committee: David P. Harris (NAFSA), chairman; Fred I.

The Director of the Institute, to whom inquiries should be addressed, is Dr. John B. Tsu.

The 1962 NATO Advanced Study Institute on Automatic Translation of Languages will be held in Venice, Italy, July 15-31. Lectures will be delivered in English or French by an international teaching staff. Fellowships are allocated by country with eight assigned to the United States.

For further information address Director, Istituto Nazionale per le Applicazioni del Calcolo, 7, Piazzale delle Scienze, Rome.

Godshalk (Educational Testing Service); J. Morgan Swope (IIE); Joel B. Slocum (Columbia), and Miss Sirarpi Ohannessian (CAL). There were thirty-four participants.

After extended review of the May report, the participants turned to the problem of funding the proposed program, and plans were made for a meeting of the National Advisory Council immediately after the NAFSA Conference in April.

Copies of a brief mimeographed report on the January Conference are available from Dr. David P. Harris, American Language Institute, 3605 O Street, N.W., Washington 7, D.C.

British Council publications available in limited quantities from the Center upon request: *English-Teaching Abstracts*, Vol. I, Nos. 1 and 2; *The English Language Abroad*, (extracted from the Council's 1960-61 Annual Report); *English-Teaching Bibliography* (40 pp.).

Ninth International Congress of Linguists

The Ninth International Congress of Linguists, sponsored by the Comité International Permanent des Linguistes (CIPL) will be held in Cambridge, Massachusetts, August 27-31. Biographical sketches and photographs of President Haugen and the five rapporteurs of the Congress follow.



Elias Haugen, Vilas Professor of Scandinavian and Linguistics at the University of Wisconsin, holds a Ph.D. in English and Scandinavian, University of Illinois, 1931; a Litt. D. University of Michigan, and an Honorary Ph.D. from the University of Oslo (September 1961). Dr. Haugen has been Cultural Relations Officer, American Embassy, Oslo (1945-46); Fulbright research professor, University of Oslo (1951-52); Consultant, English Language Exploratory Committee, Tokyo (1958-1960), and Special State Department lecturer, University of

Iceland and other Scandinavian Universities (1955-56).

Dr. Haugen is a member of the Scientific Academies of Norway and Iceland, the Modern Language Association and the Linguistic Society of America.

Publications include: *Norwegian Word Studies* (1941); *Norwegian Language in America: A Study in Bilingual Behavior* (1953); *Bilingualism in the Americas: A Guide to Research* (1957); *Beyer's History of Norwegian Literature* (translation and editing, 1957); and several textbooks of the Norwegian language.



Nikolay Dmitriyevich Andreyev writes of himself: "Graduated from Leningrad University in 1952; his post-graduate studies made him a specialist in Indo-European comparative linguistics. . . . Later he began his studies in languages of Southeast Asia; in 1955 the Indonesian and Vietnamese department, in 1957 the Burmese department were organized by him at the Oriental Faculty of the Leningrad University. Since 1956 problems of machine translation, information retrieval and mathematical linguistics have been his chief occupation. Both the Experimental Laboratory of Machine Translation (Leningrad University) organized in 1958, and the Group of Mathematical Linguists (In-

stitute of Linguistics, Leningrad Department); organized in 1961, work under his guidance.

"Major publications: *Periodizacija istorii indoevropskogo prajazyka* (1957), *Mašinnij perevod i problema jazyka-posrednika* (1957); *K voprosu o proisxoždenii vjetnamskogo jazyka* (1958); *Germanskij glagol'nyj ablaut v svets laringal'noj teorii* (1959); *Modelirovanije jazyka-na basejego statističeskoj i teoretiko-množestvennoj struktury* (1959); *Sistema tonov birmanskogo jazyka po eksperimental'nym dannym* (1961); *Vlijanje tipa grammatiki jazyka-posrednika na sxemu algoritmov mašinnogo perevoda* (1961); *Vozmožnyj put' modelirovanija semantiki jazyka* (1961)."



Emile Benveniste, leading Indo-Europeanist in France today. Holding the degrees of Agrégé de l'Université and Docteur-ès-lettres from the Faculté des Lettres de Paris, Dr. Benveniste has been since 1927 Directeur d'études de linguistique comparée à l'École des Hautes Etudes (Sorbonne) and, since 1937, Professeur de linguistique comparée au Collège de France. He is Secretary-General, Société de Linguistique de Paris; Editor of the Bulletin de la Société de Linguistique; a member of the Académie des Beaux-Arts;

and an honorary member of the Linguistic Society of America.

Of his many publications on general and comparative linguistics, Indo-European and Iranian languages, Dr. Benveniste mentions, particularly *Noms d'agent en indo-européen*, Vol. I (1939), Vol. II (1948). He has done some work on synchronic description including some languages spoken in Alaska. Dr. Benveniste's most recent publication is *Etudes sur la langue osète* (1959).



Noam Chomsky, Professor, Department of Modern Languages and Research, Laboratory of Electronics, Massachusetts Institute of Technology, provides the following biographical information: "Ph.D., University of Pennsylvania, 1955. Also, I was a Junior Fellow, Society of Fellows, Harvard University, 1951-55, and I spent a year at the Princeton Institute for Advanced Study, as a National Science Foundation Post-Doctoral Fellow, 1958-59. My principal interests in linguistics are: linguistic theory, structure of English, mathematical models in lin-



Jerzy Kurylowicz, Professor of General Linguistics, University of Krakow; Chairman of the Linguistic Committee of the Polish Academy of Sciences; Member of the Comité International Permanent des Linguistes. Teaches Introduction to Linguistics, Comparative Grammar of Indo-European Languages, and Historical Grammar of Germanic, and Iranian. His formal training includes a Ph.D. from the University of Lwów and Elève diplômé de l'Ecole des



André Martinet, has, since 1955, been Professor of General Linguistics, Faculté des Lettres et Sciences Humaines (Sorbonne) and, since 1957, Directeur d'Etudes in Structural Linguistics, Ecole Pratique des Hautes Etudes (Sorbonne). His principal fields of interest are functional and structural linguistics and Indo-European comparative linguistics. A Docteur-ès-lettres (Sorbonne 1937), Dr. Martinet was in the United States from 1946 to 1955 as Director of the International Auxiliary Language Association and later as Professor of Linguistics and Executive Officer of the Department of Linguistics, Columbia University. In

linguistics, interconnections of linguistics with psychology and philosophy. I have written *Syntactic Structures* (Mouton, 1957), and articles in *Language, Word, Journal of Symbolic Logic, Information and Control, Proceedings of the 1960 Congress on Logic, Methodology and Philosophy of Science, Proceedings of the Third and Fourth University of Texas Symposia on English and Syntax, Proceedings of the American Mathematical Society Symposia on Applied Mathematics* (Vol. 12—Structure of Language and its Mathematical Aspects)."

Hautes Etudes, Paris.

Formerly Professor of General Linguistics, University of Lwów and Professor of Indo-European Linguistics, University of Wrocław, Breslau, Dr. Kurylowicz selects from his many publications: *Etudes indo-européennes* (1935), *L'accentuation dans les langues indo-européennes* (1952; 2nd ed. 1958), *L'apophonie en indo-européen* (1956); *Esquisses linguistiques* (1960); and *L'apophonie en sémitique* (1961).

1961 he was at Oxford University as Waynflete Lecturer.

Dr. Martinet lists as his major publications: *La gémination consonantique d'origine expressive dans les langues germaniques*; *La phonologie du mot en danois*; *La prononciation du français contemporain*; *Phonology as Functional Phonetics*; *Economie des changements phonétiques, Traité de phonologie diachronique*; *La description phonologique, avec application au parler franco-provençal d'Hauteville (Savoie)*; *Eléments de linguistique générale*; *A Functional View of Language*; and *Le Langage, Encyclopédie de la Pléiade* (in prep.).

UNESCO Conference on FLES

by Theodore Andersson

[Dr. Andersson is Chairman, Department of Romance Languages, The University of Texas, and attended the FLES Conference as an American representative.]

UNESCO held its first conference on foreign languages in elementary education at the UNESCO Institute for Education in Hamburg, April 9-14. The meeting had been arranged jointly by the UNESCO Institute and the UNESCO

Department of Education in Paris. Some twenty experts, including nationals from Belgium, the Federal Republic of Germany, France, India, Ireland, Israel, Italy, Morocco, UK, USA, and USSR were present. They represented such diverse disciplines as language teaching, linguistics, primary education, educational psychology, neuro-physiology, and comparative education. Their task was to examine critically the present interest and recent experiences in the teaching of foreign languages to younger chil-

dren, to make recommendations for action, and suggest research. The U.S. was represented by Professor John B. Carroll of Harvard and the present reporter.

To judge from current neuro-physiological views on the teaching of a second language it would seem that the earlier the start the better the acquisition of the basic neuro-muscular skills involved. Psychologically too there was much to be said for an early introduction of a second language. A child's enormous potential with respect to the

sounds of a language and his great capacity for assimilating other linguistic structures were regarded as assets which it would be foolish to waste. Recent studies of bilingualism on the whole seemed to strengthen the argument for an early start. The common fears that a second language is detrimental to the development of the first language, to intellectual growth or general school attainments were regarded as unfounded.

Bearing in mind the very powerful social, political, and economic reasons for foreign language learning in the modern world, a thorough examination was made of the aims, content, and methods of language teaching in the early grades. Participants with experience in language work with children under 10 offered a number of recommendations for this work. They were convinced that teaching young children a second language was practicable and educationally valuable for all children and not only for the specially gifted, provided full use was made of recent advances in the methodology of modern language teaching.

Here are some of their conclusions:

1. A child can begin to acquire a second language as soon as he attends school, starting even in kindergarten.

2. When possible, the "one-language-one-teacher principle" should be applied in the early stages, when it is particularly important that the teacher should offer a good model of speech.

3. The language skills should appear in the order (a) understanding and speaking, (b) reading and writing. In the early stages teaching should be purely oral.

4. With younger children, puppets, toy telephones, toy kitchens, stores, costumes, and masks may be used to create and present language-learning situations. It is most important to enable the children to enter a new linguistic atmosphere in which the second language is used as a natural medium of living.

5. Formal grammar should not be introduced in the early stages.

6. There should be adequate time allocated *every day* to the second language. The necessary contact hours should be provided by teaching another subject and/or conducting some extra-curricular activities through the medium of the second language.

7. Teaching these young children is a skilled job which requires appropriate training. Such training should contain as essential components: (a) training in the

The Center for Applied Linguistics of the Modern Language Association of America is a non-profit professional organization established 1959 in Washington, D.C. The purpose of the Center is to serve as a clearinghouse and informal coordinating body in the application of linguistic science to practical language problems.

The Linguistic Reporter, the Center's bimonthly newsletter, is distributed free of charge to those who request it. Address all correspondence 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.

teaching of the age group which the student will be expected to teach, (b) training in the methodology of teaching a language as a foreign language, (c) appreciation of the culture associated with the second language. All teachers of a second language should have some knowledge of the pupil's first language.

While these conclusions summed up the evidence in favor of early language learning, the experts strongly felt that much further research was needed. A detailed list of research questions and topics was drawn up, of which the following offer a small selection:

1. Do children learn various aspects of language in the same sequence and by the same psychological processes in the second language as in the first?

2. Compilation and analysis of case histories of children and adults who have

learned one or more languages under various conditions.

3. Systematic surveys of the emotional attitudes of children, parents, and teachers toward the learning of a particular language and the native speakers of this language.

4. To what extent do children differ in aptitude for learning a second language?

5. Does learning a second language in childhood make learning a third language easier at a later age?

6. What is the best time to introduce reading and writing? Is it desirable to delay them until oral mastery has been firmly established?

Further relevant neurological research was advocated and emphasis was also laid on the need for sociological studies of language in determining a second language policy.

USIA Teaches English on TV

by Belle Martin

[Miss Martin is an editorial assistant on *The Linguistic Reporter*]

"Let's Learn English", a series of 130 television programs produced by the United States Information Agency for the teaching of English as a foreign language, is currently or shortly will be shown in approximately thirty countries throughout Latin America, Europe, the Near East, Africa, and the Far East, with more countries to be added this summer and fall. Produced by the Information Agency's Television Service with a consultant provided by the English Teaching Division to supervise the teaching content of the program, "Let's Learn English", designed for both children and

adults studying at home as well as classroom groups, may ultimately reach more than forty-seven million viewers over more than eleven million television sets.

Based on the textbook, *Let's Learn English* by Audrey Wright and James McGillivray, the programs teach English through instruction and dramatization. Each sequence features a serialized dramatization of an American college girl, her family and three foreign students studying at an American university. Viewers will not only be taught beginning English but get an impression of life in America. Five films are devoted to each of the twenty-four lessons in the

See USIA, 4, Col. 1

textbook and every fourth lesson to review. Designed to be shown from three to five days a week and to teach a basic vocabulary of the 1,000 most frequently used words in the English language, the series devotes the final ten lessons to review, special problems such as pronunciation, and examination on the materials covered.

The basic format of the first fifteen minutes of the programs is an introduction by the teacher, a drama portion introducing new words and reviewing words previously taught, and a drill period. The remainder of the program is a twelve-minute review lesson in the local language. This part of the program, written in the United States in English and translated at the foreign post, may either be shot live or prefilmed, used verbatim or adapted locally.

Paper-bound English-local language dictionaries, the only printed materials distributed to viewers of the programs, are available locally free of charge or as a supplement to the textbook. Since the USIA has not encouraged the extensive use of written materials for beginning students of English, but has rather emphasized oral-aural learning, the Agency does not plan to make the television script or the lesson text available to the viewing public.

Linguistic contribution to the series is evident in a progression of structures based on linguistic analysis of the English language and the 1,000 word vocabulary determined on the basis of use frequency. While it has not been possible to produce separate scripts with a view to the predictable difficulties of the speakers of specific languages in learning English, consideration has been given to the general problems of non-native speakers.

Pattern practice, in the form of repetition, substitution and dialogue drills, provides for active audience participation.

Initial viewer reaction to the series appears to be favorable. Typical is the Cairo situation where the showings have been increased from three to six per week, with each of the three programs shown twice. In Guadalajara, Mexico, several schools have scheduled classroom periods for "Let's Learn English" and a university preparatory school plans to give academic credit to students regularly following the program.

USIA regards the series as an experimental introduction to English, a valuable supplement to traditional classroom instruction. There is a possibility that a second, intermediate series will follow the present one and there is expectation that new countries will be added, any non-English-speaking country where there is TV.

New Periodicals

The PCLS Monograph Series has been inaugurated by the Philippine Center for Language Study. The first monograph, "Background Readings in Language Teaching," is based on the findings of modern descriptive linguistics as they apply to the teaching of languages, and includes "Comparing Two Languages—Tagalog and English" by Roderick J. Hemphill, Editor of the Series, and "The Value of Contrastive Analysis" by Dr. J. Donald Bowen, Co-director, Philippine Center for Language Study. The second monograph, "Language Policy in Certain Newly Independent States," represents research by Maximo Ramos into the language policies followed by a number of newly independent African and Asian countries, many of whose problems are similar to those in the Philippines. The Series is published at Pasay City, Philippines.

The Philippine Journal for Language Teaching was launched by the Philippine Association for Language Teaching in October 1961. The Association has as its stated aim the promotion of "better language instruction in the Philippines on all instructional levels, irrespective of the language taught." The *Journal* is the Association's major initial undertaking to service language teachers, whether of Tagalog, English, Spanish, or any other language. Correspondence should be addressed to the *Philippine Journal for Language Teaching*, University of the Philippines, Diliman, Quezon City.

NDEA Language Institutes. Eighty-five special NDEA language institutes to be conducted during the summer and the 1962-63 academic year will provide for 4,487 language teachers in public elementary and secondary schools training in the newest instructional methods and intensive training in speaking and understanding the language they teach, the U.S. Office of Education has announced. Languages include Chinese, French, German, Italian, Spanish and Russian.

A list of institutions, the opening and closing dates of each institute, and the names of the institute directors, may be obtained from the Commissioner of Education, U.S. Office of Education, Washington 25.

Linguistics in North Wales. Professor F. R. Palmer of University College of North Wales, Bangor, writes: "A Department of Linguistics was established at the University College of North Wales in October 1961 and now consists of a Professor (F. R. Palmer) and two Lecturers (P. H. Matthews and A. R. Thomas). Two further appointments are likely for next year. Apart from teaching linguistics at the undergraduate level the Department is concerned with Welsh dialectology and English as a second language.

"Two postgraduate diploma courses are offered—one in linguistics and the other (in cooperation with the Department of Education) in English as a second language. The course in Linguistics is in two parts; the first is a general course in Linguistics, the second allows a wide choice of subjects for special study. The course in English as a second language includes phonetics, linguistics, the structure of English, bilingualism and techniques of second language teaching and provides teaching practice of English in a Welsh-speaking school."

CEEB Summer English Program. Providing a "novel approach and orientation to a neglected subject", the language syllabus of the 1962 Summer Institute Program of the Commission on English of the College Entrance Examination Board includes an introduction to the assumptions and methods of linguistics and particular course work in phonology, grammar, the varieties of English language and usage, and in "Historical Change in the English Language".

The Program is intended primarily to demonstrate a method of reinvigorating the teaching of English across the nation. Dividing their curriculum into literature, language and composition sections, the Institutes will offer graduate-level academic and professional training in twenty universities in sixteen states for 900 secondary-school teachers of English.

For additional information write to the Commission on English, 687 Boylston Street, Boston 16, Massachusetts.

NDEA Supports Language and Area Centers

The U.S. Office of Education will allocate \$2,110,000 to thirty-three colleges and universities for the support of fifty-three Language and Area Centers during the 1962-63 academic year. The Centers will offer instruction in sixty-six languages, fifty-one of which will be supported with federal funds. The largest proportion of funds will support instruction in seven major languages and related studies: Arabic, Chinese, Hindi-

Urdu, Japanese, Portuguese, Russian, and Spanish.

Seven Latin American Centers are being supported, five of which were first established in the spring semester of 1962 in response to President Kennedy's Alliance for Progress. The other two centers were formerly established to strengthen instruction in Portuguese.

Of the total allocation of \$2.1 million, about \$126,000 is being used for the

support of specially designed intensive language programs to be conducted at twenty of the centers. Although course work will be given in area studies, emphasis will be on language instruction, chiefly at the introductory level. About 400 undergraduate, graduate, and post-graduate students are expected to enroll.

A list of the centers and the languages being supported in 1962-1963 follows:

INSTITUTION	SUPPORTED LANGUAGES	INSTITUTION	SUPPORTED LANGUAGES
University of Arizona Tucson, Ariz.	Chinese, Japanese, Hindi	Johns Hopkins University School of Advanced International Studies Washington, D.C.	Arabic
University of California Berkeley, Calif.	Hindi-Urdu, Persian, Tamil, Telugu; Russian, Polish, Serbo-Croatian, Hungarian	University of Kansas Lawrence, Kansas	Chinese, Japanese
University of California Los Angeles, Calif.	Afrikaans, Hausa, Luganda, Swahili, Bambara, Ewe, Twi, Xhosa, Zulu; Spanish, Portuguese; Arabic, Armenian, Hebrew, Kabyle, Persian, Uigur, Uzbek	University of Michigan Ann Arbor, Mich.	Chinese, Japanese; Arabic, Kurdish, Persian, Turkish; Russian, Polish
University of Chicago Chicago, Ill.	Chinese, Japanese; Hindi-Urdu, Bengali, Tamil, Dravidian Languages	Michigan State University East Lansing, Mich.	Ibo, Swahili, Hausa, Yoruba, Bini, Twi
University of Colorado Boulder, Col.	Russian, Czech, Polish, Hungarian	New York University New York, N. Y.	Portuguese
Columbia University New York, N. Y.	Spanish, Portuguese; Russian, Bulgarian, Serbo-Croatian; Chinese, Japanese, Korean; Hungarian, Finnish, Minor Uralic Languages of the Soviet Union	University of Pennsylvania Philadelphia, Pa.	Hindi-Urdu, Bengali, Marathi, Nepali, Tamil, Telugu; Russian, Polish
Cornell University Ithaca, N. Y.	Hindi-Urdu, Sinhalese; Burmese, Indonesian, Thai, Vietnamese; Japanese, Chinese (Fukienese, Mandarin)	University of Pittsburgh Pittsburgh, Pa.	Chinese
Duquesne University Pittsburgh, Pa.	Swahili	Portland State College Portland, Oreg.	Arabic, Hebrew, Persian, Turkish
University of Florida Gainesville, Fla.	Portuguese, Spanish	Princeton University Princeton, N. J.	Arabic, Persian, Turkish
Fordham University New York, N. Y.	Russian	University of So. Calif. Los Angeles, Calif.	Chinese, Russian
Harvard University Cambridge, Mass.	Chinese, Japanese, Korean, Tibetan; Arabic, Persian, Turkish; Russian, Bulgarian, Czech, Polish, Serbo- Croatian	Stanford University Stanford, Calif.	Chinese, Japanese
University of Hawaii Honolulu, Hawaii	Chinese, Japanese; Indonesian, Javanese, Thai	University of Texas Austin, Tex.	Hindi, Telugu; Arabic, Hebrew, Persian; Spanish, Portuguese
Howard University Washington, D.C.	Swahili, Setswana, Yoruba	Tulane University New Orleans, La.	Spanish, Portuguese
University of Illinois Urbana, Ill.	Russian	University of Utah Salt Lake City, Ut.	Arabic, Persian, Turkish
Indiana University Bloomington, Ind.	Russian, Polish, Serbo-Croatian; Finnish, Hungarian, Korean, Turkish	Vanderbilt University Nashville, Tenn.	Russian
State University of Iowa Iowa City, Iowa	Chinese	University of Washington Seattle, Wash.	Japanese, Russian, Tibetan
		University of Wisconsin Madison, Wis.	Hindi, Telugu, Kannada; Portuguese, Spanish
		Yale University New Haven, Conn.	Burmese, Vietnamese, Thai

book notices

Let's Read: A Linguistic Approach, by Leonard Bloomfield and Clarence L. Barnhart. Detroit: Wayne State University Press, 1961. 465 pp. \$7.50

This substantial volume, containing a series of introductory essays and reading material for children, is based on a reading system originally devised by Leonard Bloomfield in 1937, which makes use of fundamental principles of linguistics, separating the study of word-form from the study of word-meaning. The basic idea of the system is to equip the child "with a constantly growing set of sound-letter constants by means of which he converts letters to sounds and almost automatically converts sounds to meaningful words". Contents of the book include "Introduction for Parents" by Clarence L. Barnhart, "Introduction to Teachers" by Robert C. Pooley, "The Story of the Bloomfield System" by Barnhart, "Teaching Children to Read" by Bloomfield, "Speech Variation and the Bloomfield System" by George P. Faust. Each section of reading materials is preceded by a "Guide to Lessons." There is an index to all words included in the lessons.

The Science of Language: An Introduction to Linguistics, by John P. Hughes. New York: Random House, 1962. xiv + 305 pp. \$6.95

This is an introductory textbook, designed to be at a level which can be grasped by the educated layman. The first half, after some preliminary notions, contains a brief account of the history of linguistics, a survey of the language families of the world, and a chapter on the development of writing systems. The techniques of descriptive linguistics are treated in the second half. It deals first with syntax—principally the syntax of English along lines developed from the work of C. C. Fries. There is a chapter on "The Structure of Words," and then consideration of phonetics (acoustical as well as articulatory) and phonemics. The final chapter includes a discussion of applied linguistics.

The Sentence and Its Parts: A Grammar of Contemporary English, by Ralph B. Long. Chicago: The University of Chicago Press, 1961. 528 pp. \$6.00

This is a carefully organized presentation of most of the salient features of the grammar of English. The author has couched his description primarily in a framework familiar to users of traditional school grammars, but has not hesitated to inject his own reformulations when he has felt this was required to do justice to the facts.

The book deals mainly with written English, but also pays attention to the spoken language and to the relation between the written and spoken forms. Levels of acceptable usage are treated in terms of three categories of style: formal, careful, informal. The discussion begins with the normal construction of sentences and the functions performed within them by the various constituent elements. In general, the treatment moves from these larger-scale constructions toward smaller ones, dealing with various syntactic patterns whose existence can be demonstrated and the usual contribution which each of these makes to the meaning of a sentence. The sound system and the relations between pronunciation and writing are described last.

There is a "Glossary of Grammatical Terminology" giving detailed explanations of terms, including many that the author has chosen not to use in the text.

The Sound Structures of English and Bengali, by Muhammed Abdul Hai and W. J. Ball. Dacca: University of Dacca Press, 1961. vii + 97 pp.

This is a clearly presented study of the differences and likenesses between British English and Bengali sound structures, written with a view to improving the spoken English of East Pakistani students. Intended not for the linguistic expert, but for the student and teacher, it gives only a limited amount of theory and much illustration in the form of charts, diagrams and notes. The contents include basic information on phonetics, the phoneme, and a comparison of the sound structures of the two languages. The section on intonation patterns includes twenty-six pages of charts giving examples of intonation patterns of questions, commands, exclamations and statements, in the two languages, giving the "mood or context" of the pattern and providing a description which often includes a direct comparison. A one-page bibliography concludes the book.

Problems in Lexicography, edited by Fred W. Householder and Sol Saporta. Bloomington: Indiana University Research Center in Anthropology, Folklore, and Linguistics, 1962. viii + 286 pp. \$6.00

This volume is the report of a Conference on Lexicography held at Indiana University, November 11-12, 1960. The participants, who numbered over fifty, included linguists, lexicographers, librarians, and government personnel.

The Conference papers are grouped under four headings: I. "The Prepara-

meetings and conferences

June 15-16. Canadian Linguistic Association. Hamilton, Ontario

June 17-21. International Colloquium on Multilingualism in Africa. Brazzaville

July 27-28. Linguistic Society of America Summer Meeting. University of Washington, Seattle

August 15-18. International Association of University Professors of English. Edinburgh

August 27-31. Ninth International Congress of Linguists. Cambridge, Massachusetts

August 27-Sept. 1. International Federation for Information Processing Congress. Munich

Sept. 3-7. International Symposium on Information Theory. Brussels, Belgium

Sept. 6-11. First International Conference of Hispanists. Oxford

tion of Dictionaries I: Theoretical Considerations" [five papers] discusses what ought to be in a dictionary, what actually is in dictionaries, and what lexicology is or should be about; II. "Structural Linguistics and the Preparation of Dictionaries" [four papers] discusses the relation between lexicography and grammar; III. "The Preparation of Dictionaries II: Practical Considerations" [five papers] discusses bilingual and monolingual dictionaries, specialized glossaries, meaning discrimination, and variation; IV. "Lexicographical Problems in Specific Languages" [three papers] discusses Pashto, Modern Greek, and Turkish.

A Short Russian Reference Grammar, by I. M. Pulkina. Moscow: Foreign Languages Publishing House, 1960. 267 pp. Approx. \$1.50

This work is an English translation of a Russian grammatical handbook which, because of its handy format, has enjoyed some popularity in the Soviet Union. Throughout the book the material has been arranged in tabular form wherever possible, and much attention has been paid to the matter of stress. The facility with which needed information can be found, together with its low price, recommend this book to students at any level of Russian learning.

MLA Selective List of Materials for Use by Teachers of Modern Foreign Languages in Elementary and Secondary Schools, edited by Mary J. Ollmann. New York: Modern Language Association of America, 1962. vi + 162 pp. \$1.00. Available from the MLA Foreign Language Program Research Center, 70 Fifth Avenue, New York 11.

This list covers material in ten foreign languages: French, German, Italian, Modern Hebrew, Norwegian, Polish, Portuguese, Russian, Spanish, and Swedish, with an introductory section entitled "All Languages", and three Appendices: "Six Cultures (French, German, Hispanic, Luso-Brazilian, Russian)"; "Criteria for the Evaluation of Materials"; and "Sources of Materials." The 1850 items (selected and evaluated by ten committees totalling 184 members) are grouped by language and type of material, and include printed materials (basic texts, readers, dictionaries, etc.), discs and tapes, films and filmstrips, plus linguistics and methodology, periodicals, and maps. A coding system

indicates grade levels, proficiency levels, and the evaluators' ratings.

Like its first version (*MLA Materials List*, 1959), this list is designed for use by school teachers. College teachers, who will find it generally useful, will find it weakest in the categories Basic Texts and Literary Readers.

Resources for Language and Area Studies: A Report on an Inventory of the Language and Area Centers Supported by the National Defense Education Act of 1958, by Joseph Axelrod and Donald N. Bigelow. Washington, D.C. American Council on Education, 1962. xii + 96 pp. \$2.00

A final report of an inventory, conducted by the American Council on Education during the academic year 1960-61, of forty-six centers for the study of critically needed but infrequently taught languages. The first chapter traces the history of the language and area concept. Succeeding chapters discuss current resources and practices (with a section on the role of linguistics at the NDEA Centers) and the future life of the Centers. The book contains an important Appendix, "The Audiolingual Approach in College and University Language Teaching."

The National Interest and Foreign Languages, by William Riley Parker, is now available in a revised edition from the Superintendent of Documents, U.S. Government Printing Office, Washington 25, D. C., for \$1.00

Soviet Machine Translation. Copies of a paper, *Soviet Research in Machine Translation* by K. E. Harper, given at the National Symposium on Machine Translation at the University of California, Los Angeles, in February 1960, are available from The Rand Corporation, Santa Monica. Dr. Harper reports that Soviet specialists in linguistics, mathematics, and computer science have achieved considerable success in the analysis of input text, the development of specialized glossaries, and the creation of analytic and synthetic translation programs, and have devoted particular attention to the theoretical question of the intermediary language. Soviet application of machine techniques in this research appears to be limited, according to Dr. Harper's paper, though significant advances in automatic language translation can be expected if and when computer facilities are made available.

Linguists wanted

ACADEMIC ADVISOR, U. S. Army Language School, Presidio of Monterey, California. Candidate must have Ph.D. in linguistics, must speak one or more foreign languages, and have 10 years in teaching second languages; some military experience desirable. Beginning salary \$12,210 Apply to Commandant at above address.

ENGLISH LANGUAGE SERVICES, Inc. requires several teachers of English as a foreign language to adults for Africa, North Africa and Turkey. For further information address Director, Personnel, English Language Services, Inc., 919 Eighteenth St., N.W., Washington 6, D. C.

Fulbright Awards. The 1963-64 program announcements of U. S. Government grants under the Fulbright-Hays Act for university lecturing and advanced research include awards for the teaching of English as a second language and for linguistics. Further information may be obtained from the Conference Board of Associated Research Councils, 2101 Constitution Avenue, Washington 25, D. C.

ACLS Grants. The American Council of Learned Societies lists among its aids to individual scholars in 1962-63 fellowships for advanced graduate studies and for summer study in linguistics, research fellowships for foreign scholars, and travel grants to international congresses abroad. Inquiries may be addressed to Miss Marie J. Medina, ACLS, 345 East 46th Street, New York 17.

South Asian Books at LC

Walter H. Maurer, Reference Librarian, South Asia Section, Library of Congress, reports that according to 1960-61 statistics, Library of Congress holdings in South Asian vernacular-language materials are as follows:

Assamese	10	Panjabi	122
Bengali	2,473	Sinhalese	217
Gujarati	1,092	Tamil	420
Hindi	3,602	Telugu	94
Kannada	170	Tibetan	1,116
Marathi	1,667	Urdu	2,400
Nepali	676	Other	139
Sanskrit	2,204	Total	16,402

Mr. Maurer considers the Marathi collection the best, the Hindi collection "next in order of coverage of literary output," and the Sanskrit collection "excellent."

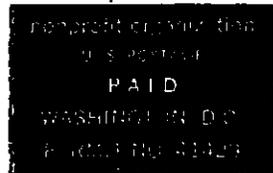
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Washington 6, D.C.



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 Sirarpí 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 & H. M. Stimson	\$ 2.50
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

For a complete listing write to the
Publications Section at the Center.

Consultants Panel Evaluates Research Proposals

On April 8-9, a panel of nine consultants met in Washington, D. C. to evaluate a number of research proposals submitted for support under Title VI of the NDEA. The meeting was held by the Center for Applied Linguistics, at the request of the Language Development Section, U. S. Office of Education. Frank A. Rice of the Center was chairman.

Twenty-four proposals were evaluated and the recommendations of the panel have been passed on to the Commissioner of Education. The following per-

sons were present at the meeting: members of the consultants panel: Miss Emma Birkmaier (Minnesota), Nelson Brooks (Yale), Miss Susan Ervin (California, Berkeley), David A. Griffin (Ohio State), Alfred S. Hayes (Consultant, Washington, D. C.), Wallace E. Lambert (McGill), Paul Pimsleur (Ohio State), Sol Saporta (Washington), W. Freeman Twaddell (Brown); from the Language Development Section, Office of Education: A. Bruce Gaarder, James E. Alatis, and Mrs. Julia Petrov.

CAL Advisory Committee Holds Spring Meeting

The Advisory Committee of the Center held its regular spring meeting in Washington on Friday, April 13, 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 afternoon there was discussion of future plans.

Donald D. Walsh, Director of the

Foreign Language Research Program of the MLA, was chairman. Also present were J. Manuel Espinosa, Melvin J. Fox, Miss Marjorie Johnston, Kenneth W. Mildemberger, Norman A. McQuown, Trusten W. Russell, Howard E. Sollenberger, and W. Freeman Twaddell. A reception in honor of the Committee was given at the Dupont Plaza Hotel.

CCCC. The 1962 Conference on College Composition and Communication, held April 5-7 in Chicago, brought together teachers of American English, linguists, and psychologists to discuss under the general theme "New Approaches to English" four subjects: Language, Grammar, Verbal Learning, and Composing. These subjects were treated in workshops, round table sessions and colloquia. General meetings were devoted to the topics "Language and Culture," "What is 'English'?" and "The Future of the Arts in America."

Georgetown Round Table. The Thirteenth Annual Round Table Meeting on Linguistics and Language Studies of Georgetown University, Washington, D. C., was held April 6-7. Eric P. Hamp of the University of Chicago was moderator of the panel on The Transformation Theory: Advantages and Disadvantages; Norman A. McQuown, The University of Chicago, chairman of the panel on Bilingualism; and Charles A. Ferguson, Director, Center for Applied Linguistics, chairman of the panel on National Languages and Diglossia.

English Teaching in Indonesia Pioneers Textbook Project

by R. Ross Macdonald

[Dr. Macdonald, as the Institute of International Education's representative in Indonesia and Resident-Consultant on English Teaching to the Indonesian Ministry of Education from 1956 to 1960, directed the various projects described in this article. He is now employed by the Georgetown University Translation Research Project.]

Shortly after Indonesia became completely independent in 1949, the Indonesians decided that English would be their first foreign language and that it would be taught in all junior and senior high schools.

The number and quality of English teachers then active in Indonesia was below the desired standard, however, and it was necessary to achieve that standard before the plan to teach English in all the high schools could be carried out.

Representatives of the Indonesian Ministry of Education had at various times approached the Ford Foundation, the International Cooperation Administration, and the Institute of International Education with a request for assistance in improving the English teaching facilities in Indonesia. The Ford Foundation and IIE agreed that IIE

should administer a Ford Foundation grant for this purpose. The result was a series of in-training courses to improve the competence of established English teachers of Indonesia. After a period of two years, the Indonesian Ministry of Education requested aid for a program to train new teachers of English in the best contemporary methods of language teaching. This program began in 1954, and, by 1958, had developed to the point where the Indonesians required no further aid to maintain it. At that time, however, it was apparent that two other programs were desirable. The first was a program for setting up English language teacher training institutions in various parts of the country. The second was a program for developing teaching materials so that the teachers who were being trained in the other programs would have suitable texts in hand when they applied the new methods in the classroom.

Materials Development Project

At this point, the Materials Development Project was organized, and as a result a unique series of textbooks for

teaching English is now reaching its final form. No other country can boast a modern text so accurately tailored to its specific needs, or one submitted to such thorough testing before publication. The Indonesian text is also interesting as a possible pattern for the preparation of similar texts in other countries.

The reasons for developing new teaching materials were many. No book had been carefully planned and completed specifically for teaching English to Indonesians. Brute translations of texts for teaching English to Dutch speakers were available; a few original conversation handbooks existed, but these did not present the rudiments of English in any organized fashion; there was the excellent English Teaching Syllabus of the Ministry of Education, which, unfortunately, had never been developed to the point where the less sophisticated teacher could use it with sureness. One good text which appeared in 1957 was not acceptable for use in Indonesian schools because it had been written by foreigners; it was felt that a textbook for general use in Indonesia should be the product of Indonesian effort. No book, however unsuitable, was available in all parts of Indonesia. All books, except the Ministry's Syllabus, were privately printed and sold at a price which made any of them a serious expense for the majority of Indonesian families.

The problem, then, was that of producing texts written in Indonesia by Indonesians, and suited to the particular conditions of the Indonesian school system. The teaching methods had to be the most advanced that could be used effectively in the Indonesian classroom. The textbooks must eventually be distributed by the Ministry of Education as government-owned textbooks, or sold at a price so low that he might feel that they could easily afford them, and yet not at a price so low that he might feel that they were of no consequence at all.

Materials Development Board and Testing Center

In order to create such texts, two bodies were organized. One was the



Embassy of the Republic of Indonesia

Materials Development Board, and the other was the Testing Center. These two bodies still function.

The Materials Development Board was established in Djakarta in February, 1959. It consisted of the head of the English Teaching Section of the Ministry of Education, who was chairman *ex officio*, and two Indonesian linguists who had received Master's degrees from American universities under the Teacher Training Program, and of two English-speaking linguists, holders of doctorates, one of whom had had two years' previous experience with the problems of teaching English in Indonesia. Another native speaker of English, with three years' previous experience in Indonesia, acted as administrative coordinator, and helped with the work of the Board, but did not participate in decisions.

The Testing Center was established in the town of Salatiga in central Java. Here the staff consisted of six Indonesian teachers who had been trained under the Teacher Training Program, and of an advisor, a native speaker of English, who had had over four years of previous experience in training English teachers in Indonesia. The Testing Center was given complete charge of English classes in the first year of a junior high school. The only restraint imposed was that these classes were to be examined at the end of the year not only by the special examination devised by the staff of the Testing Center, but also by the standard examination of the Ministry of Education.

The Board in Djakarta prepared teaching materials, and sent them to Salatiga. The six teachers used the materials for teaching and then met with their advisor in regular seminars where they discussed the effectiveness of the materials. The Testing Center suggested possible revisions to the Board in Djakarta.

Both the members of the Board and the staff of the Testing Center had previously decided, on the basis of their accumulated experience in teaching English in Indonesia, what the general form of the materials was to be, and no major revisions were ever necessary. The principles laid down were these.

Working Principles

The Board accepts the principle of the syllabus. The material to be taught is organized as single points of structure, and these are arranged in such an

order that each new point presents only one difference from some point that has already been taught. In the first few points, of course, it is unavoidable that more than one item of structure be taught simultaneously, but otherwise the principle of minimum difference is rigorously observed.

The Board accepts the principle that the aim of teaching English is to teach spoken English. The presentation of new material must be oral, and entirely in English, although the occasional use of single Indonesian words to avoid roundabout English explanations is permitted. In conformity with the syllabus principle, each new point is presented as a direct contrast with some preceding point, and the teacher makes the distinction clear by utilizing and emphasizing this contrast.

The Board accepts the principle that in any lesson there must be material for production, which the students are to learn to use in the course of that lesson, and material for recognition, which the teacher uses to evoke desired responses, but which the students are expected only to learn to recognize until some later lesson where that material is also presented for production.

The Board accepts the principle of drills, and all possible drills are exploited for each point. The pattern established calls for an introductory review of the point on which the contrast with the new material is based. This is followed by the presentation of the new point with emphasis on the contrast. There is a simple repetition drill, followed in turn by the pronunciation drills necessary to introduce a suitable pronunciation, and the repetition drill is then repeated more intensively. Substitution drills follow. Question and answer drills, with the teacher asking the questions and the student replying, are used in those cases where the students have learned the questions only on the recognition level; question and answer drills, with the class divided into two sections and the sections taking turns at asking and answering, are added in cases where the students have learned the question forms on the production level.

The Board accepts the principle of spiral reviews. Indonesian schools allow five periods of forty minutes each week for English. Four of these are used for introducing new materials, and the fifth is used for review. In addition, the lessons in which new material is pre-

sented also allow time for review. Each point is to be reviewed two weeks after it has first been presented, and then two weeks later, and two weeks later again, until it has been overlearned. Reading is first introduced after approximately six weeks of English has been taught, and serves not only its own purpose, but also the purpose of review. Writing is taught only after the reading is well advanced, and it also serves two purposes. In addition, a number of weeks of the school year are set aside only for review. Every sixth week is a review week and an extensive period before the final examination is given over to review. This last review period also absorbs the teaching time which might otherwise be lost to shifting vacations and unexpected free days.

The Board also accepts the principle of immediacy of usefulness in the materials chosen. Everything that is taught is of practical use to an Indonesian high school student, and no attempt is made at first to introduce extra-linguistic information the student does not already know, or extra-linguistic situations with which the student is not already familiar. Special conversations present material of immediate usefulness, regardless of whether the points of structure have already been covered in the lessons or not. These conversations are short, consisting of approximately three questions and three answers, and a new conversation is introduced once every two weeks. In the third year of junior high school, especially in the supplementary readers, material about the various English-speaking countries is introduced; by then the language habits are already well founded, and the absorbing of new information does not unduly complicate the language learning process.

After deciding on these principles, the Board began its work by taking the Syllabus of the Indonesian Ministry of Education and developing it into a series of lessons accompanied by readers, teaching aids, and a teacher's manual.

The Lesson Series

The general form of the lessons has already been outlined above. Each point in the new syllabus has been very carefully considered and revised as necessary. For example, the Board readily agreed that the first lesson should involve the question "What's this?" for recognition, and the answers, "It's a pen," "It's a pen-

cil,' 'It's a book,' for production. These three objects were chosen because they are of handy size, because they are central to any classroom situation, and because they present no great vocabulary load (the Indonesian words are very similar—pen: pena; pencil: pensil, book: buku). When this material was tested, however, an unforeseen difficulty arose. The Indonesians have an indeterminate vowel with roughly the same pronunciation as that of 'a' in 'it's a book.' With some speakers of Indonesian, this sound occurs automatically, interrupting a sequence of consonants which other speakers of Indonesian easily pronounce as a cluster. In the sentence 'It's a book', a great many of the students heard and repeated 'It's book', because they assumed that the indeterminate vowel sound could be used or not used in the cluster of English consonants just as it could in a potential cluster of Indonesian consonants. Therefore, the first lesson was changed to 'Who's that?' with the answers, 'It's Ali,' 'It's Mehmet,' 'It's Bedjo,' and so on, and then the second lesson proceeded to the question 'What's-that?' and its answers. This new arrangement immediately provided a contrast between 'It's Bedjo' and 'It's a book,' and the students began to learn about the English indefinite article without any of the sophisticated grammatical explanations which are confusing to a student in his first few days of English, and which would have had to be given in Indonesian in any case, thus disregarding the principle of unexceptional use of English during the English lesson. Cases such as this multiplied themselves at every turn in the construction of the syllabus. It is unfortunately impossible to give more examples in detail in an article of this nature. Indeed, a discussion of all the considerations that went into the making of the lessons would provide a thorough and provocative handbook on the methodology of language teaching.

Readers and Teaching Aids

Two kinds of readers were prepared for each grade. One reader is basic and is required for all classes studying English. The other reader varies depending on the type of high school the student attends, and it is within the discretion of the teacher as to the extent to which this reader is used; students who learn more quickly may occupy themselves with the supplementary readers while the slower learners are consolidating their grasp of the basic materials.

The Center for Applied Linguistics of the Modern Language Association of America is a non-profit professional organization established 1959 in Washington, D.C. The purpose of the Center is to serve as a clearinghouse and informal coordinating body in the application of linguistic science to practical language problems.

The Linguistic Reporter, the Center's bimonthly newsletter, is distributed free of charge to those who request it. Address all correspondence 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.

In all readers, no point of structure is introduced which has not already been taught in the syllabus. New items of vocabulary are introduced very sparingly, and only when absolutely essential to the subject matter. Each new word is thoroughly glossed so that the student will understand it readily, and drills are provided in the teacher's manual so that the teacher may insure that the students learn the word well.

The only teaching aids which are practical in all Indonesian classrooms are blackboard drawings, wall charts, and flash cards. For this reason, a great deal of emphasis has been put on the use of pictures. The teachers in the Testing Center developed a series of pictures which showed only what the picture was supposed to evoke, without shading, perspective, etc. When a set of sufficiently simple pictures was finally evolved—and this was one of the most difficult parts of the work—they were copied by Indonesian artists and were prepared for printing as an integral part of the book. Most of the pictures are included in the book itself for the students, and the teacher's manual is accompanied by a complete set of wall charts and flash cards.

The wall charts have been carefully designed so that they can be used in a maximum number of situations. Thus, the first wall chart (Countable Nouns) shows a series of objects which require both forms of the indefinite article, provide examples of the three regular varieties of the English plural, provide a representative sample of the various spelling problems involved in writing English plurals, and which can be used in numerous frames for teaching verb structures such as 'I have a . . .,' 'I want a . . .,' 'I'm going to buy a . . .,' and so on.

An interesting feature of the flash cards, which repeat the pictures in the wall charts, is the use of the plus sign to indicate an affirmative sentence, the

minus sign to indicate a negative sentence, and the question mark to indicate an affirmative question. When such a flash card appears, the students are expected to change whatever statement they were making into the appropriate form. When mixed with other flash cards, these three allow for greater variety in the drills, and so prevent the longer drills from becoming too monotonous.

The Teacher's Manual

Indonesian teachers exhibit all degrees of proficiency in speaking English and in teaching it. There are those who have lived for several years in an English-speaking country and have English speakers as friends in Indonesia; there are those who have learned their English from other Indonesians in Teacher Training Colleges and who now maintain classes in a village where no native speaker of English ever comes. The Teacher's Manual must provide a complete lesson plan for each lesson with painfully detailed instructions as to how to use that plan. The uncertain teacher can teach by the book, and teach a good lesson. The well-grounded teacher can teach according to his inclination and abilities, once he has familiarized himself with what is stipulated in the manual. Although all teachers are expected to teach the same material during the same week of the school year, each teacher is given abundant scope for the expression of his individual personality and for the utilization of his particular skills.

After the first year's materials had been written and tested at the Testing Center in Salatiga, it was pointed out that the testing had achieved certain results, but not others. It was established, for example, that the materials were teachable in an Indonesian situation in terms of the Indonesian school year and with the materials available to even a village teacher. However, since all of the teaching had been done by specially

See *Indonesia*, 7, Col. 1

Interdisciplinary Work-Conference on Paralanguage and Kinesics

by Mary Catherine Bateson

[Miss Bateson is now at work on a doctorate in Linguistics and Middle Eastern Studies at Harvard]

At Bloomington, Indiana, May 17-19, linguists were invited to participate with workers from four other disciplines—psychiatry, psychology, education and anthropology—in a discussion of the developing study of non-verbal communication, especially body motion and those aspects of speech which belong to paralanguage rather than to language itself. The "Inter-disciplinary Work-Conference on Paralanguage and Kinesics" was sponsored by the Indiana University Research Center in Anthropology, Folklore, and Linguistics, and was directed by Thomas A. Sebeok, under a contract from the U. S. Office of Education.

Conference Papers

The conference was organized in five sessions, at each of which a paper was presented, designed to cover from the points of view both of bibliography and of theory, the contributions which each discipline might be expected to make to a study of the different modalities of communication. Peter F. Ostwald, M.D. showed how the clinician must be able to collect all available information about a patient's mental and physical state, including signals which may be sometimes culturally patterned and sometimes purely physiological symptoms. George F. Mahl, presenting a paper prepared by himself and Gene Schulze, gave a very extensive survey of relevant psychological literature, much of it methodological, followed by an outline of the potential formulations of extra-linguistic research in terms of theories of development, motivation, adaptation and characterology. Alfred S. Hayes combined a discussion of the pedagogical perspectives of paralanguage and kinesics with an evaluation of the specific development of these two fields, especially through the work of George L. Trager and Ray L. Birdwhistell. Weston LaBarre covered some of the very numerous contexts in which anthropologists had handled material related to kinesics and paralanguage, and some of the kinds of questions which further research might be expected to answer. The linguistics paper was the last of the series. In it, Edward Stankiewicz discussed the problems of emotive language, and the ways in which

the noncognitive aspects of communication which surround speech impinge upon and overlap with verbal communication.

Analysis of Modes of Communication

Because of the stage of development reached by linguistics, a great part of the discussion centered on the wider usefulness of the linguistic model in handling paralinguistic and kinesic data, and the difficulty of isolating units for analysis outside of language proper, and identifying the level on which they function. However, a developed theory of communications, or semiotics, would have to include the exchange of communications through touch, smell, and taste, as well as through sight and hearing; in the visual mode, at least, there would be two codes needed to account for the data, standing in the same relation to one another as language and paralanguage. The need for a unified, interdisciplinary approach was indicated by the fact that different cultures vary in the extent to which they exploit or rely on any particular communications mode, and that the same observed material may be shown by analysis to belong to different codes or levels of the total system in different societies. Since interaction is a continuous process, and the communicative content of such factors as posture may be applicable over a very long time span, the tendency of linguistics to study only one part to the communications system, in isolation from his social environment, is partly responsible for the fact that paralinguistic and kinesic theory have developed so late. Similar limitations on observation have characterized psychiatry and psychology, so that much of the increased interest which has led to this conference can be traced to anthropology. However, the need for an expanded framework in which to study communication is apparent in all disciplines; on the one hand, a great part of verbal behavior can only be analyzed by integrating its study into the total interactive, communications system, so that it need no longer be ignored or consigned to footnotes; on the other hand, much data, especially for diagnostic purposes, may be more readily available in non-verbal behavior, if it can be systematically received and recorded. For pedagogy, however, it was felt that en-

couraging students to general imitation of foreign speech and gestures, through movies or informants, would be more practical than an analytical approach, provided the language teacher were aware of the importance of paralinguistic and kinesic material. Further interdisciplinary work conferences were strongly recommended, as was the need for training programs.

A Horizons of Knowledge Lecture, given this year by Margaret Mead, was correlated with the conference. In the monograph, which will be published next year and will include revised versions of the five papers as well as the discussion, Dr. Mead will provide a general overview. The publication will be edited by Dr. Sebeok and Mr. Hayes, with the collaboration of this reporter.

CAL was represented by Charles A. Ferguson. Also among the almost seventy scholars present were Emma M. Birkmeyer, representing the National Education Association, A. Bruce Gaarder for the Office of Education, John Lotz for the ACLS, Klaus A. Mueller for the Associated Colleges of the Midwest, Donald Walsh for the MLA, and Harold Wooster for the Air Force Office of Scientific Research.

NDEA Language Fellowships

The U.S. Office of Education has awarded 815 NDEA graduate language fellowships for the 1962-63 academic year. More than 70 per cent of the Fellows will study languages designated by the U.S. Commissioner of Education as being of first priority importance in carrying out the objectives of the National Defense Education Act. The languages and number of fellowships assigned to each are Russian, 170; Chinese, 129; Arabic, 110; Japanese, 105; and Hindi-Urdu, 67. The remaining 234 fellowships will include a score of other languages spoken in Africa, Asia, and Europe.

In addition, NDEA graduate fellowships for Latin American studies for 1962-63 include 100 awards in Spanish, 80 in Portuguese and several in the Amerindian languages—Quechua, Chinantec, Mixtec, and Nahuatl. The Amerindian languages represented are spoken by eight to ten million people in Mexico, Central and South America.

Westport English Project Emphasizes Linguistics

by Ruby M. Kelley

[Miss Kelley is Reading Consultant, Long Lots Junior High School, Westport, Connecticut, and Principal Investigator, the Westport English Project.]

With its linguistically oriented English curriculum adopted in 1959 serving as the first phase in an improved English program, and emphasis on composition instruction as the second, the Westport, Connecticut, Public School System has begun "A Study to Identify the Content of Linguistically Based Grammar Instruction of a Junior High School" as phase three. Supported jointly by funds from the Westport Board of Education and the U. S. Department of Health, Education and Welfare, and sponsored by the Connecticut State Department of Education, the study will commence during the 1962-63 school year, according to Dr. A. Gordon Peterkin, Superintendent of Schools.

The study to be conducted by the English faculty of the Long Lots Junior High School will (1) investigate the grammatical structures of both spoken and written English used by junior high school students, (2) decide what grammatical constructions are in need of study to insure continued language growth, and (3) extract from modern language scholarship the material needed to effect competency in language use and in the understanding of the powerful force of language in society.

Origin of the Project

The idea for phase three originated in 1960 when two members of the Long Lots staff attended the Georgetown University Annual Round Table Meeting. Listening to the learned papers of many distinguished speakers and to the challenging words of Kenneth W. Miltenberger of the U. S. Office of Education, the two teachers decided to undertake the task of interesting linguists, educators, and citizens in the need for an intensive examination of linguistic materials in order to bring to the junior high school the most recent and most important findings of scholars in the field of the English language.

The proposal was immediately encouraged by Westport educators, and, following discussions with Dr. William Marquardt of New York University and Dr. Nelson Francis, then at Franklin and Marshall College, it broadened in scope,

yet solidified in purpose. In the spring of 1960 the search for assistance led to Dr. Albert Kitzhaber, Dartmouth College, Dr. Priscilla Tyler, Harvard Graduate School of Education, and Dr. H. A. Gleason, Jr. of the Hartford Seminary Foundation. Under their direction the plans for the study were finalized and accepted. All of these discussions led to the conclusion that a team of interested teachers possessing both specialized linguistic knowledge and an understanding of the learning process of adolescents was the ideal group to carry out the Project. Although several textbooks in linguistics are available for classroom use, none has been developed with a consideration of the learning pattern of children. The study will seek to determine a valid starting point in teaching language principles and to decide what principles should be taught.

Linguistics in the Curriculum

Language: Art and Science, the title of the language curriculum guide prepared in the summer of 1959 by four Westport teachers, became the instrument that committed Westport to a linguistically based grammar. The enthusiastic reception of the new and wholesome attitude toward language exemplified by this curriculum guide added impetus to the change-over. Specifically, the guide outlined a course of study in composition, which recognized the artistic and scientific treatment of language as complements. The course of study, therefore, was structured around the trivium: rhetoric, logic and grammar. Accepting the description of American English as given by linguists in recent years, the committee planned a sequential study of language, clearly distinguishing between grammar and usage so often confused by many persons. In addition, the committee made plans to implement the syllabus.

Dr. William Welmars, then of the Hartford Seminary Foundation, spoke to Westport teachers in the fall of 1959 on the nature of linguistics. This represented the first step to acquaint the entire staff with linguistic scholarship. Semanticist Dr. S. I. Hayakawa was sponsored by the P.T.A. at a public meeting and succeeded in stimulating the interest of local citizens, and in the spring an in-service workshop in linguistics was attended by about sixty teachers and prin-

cipals. Encouraged by such activity, several teachers sought college courses in this field. Although rapid progress was made in informing the staff, the problem of reaching the classroom teacher remained a continuing one, especially acute when a teaching staff is so eager for knowledge; therefore, in 1961 Dr. Gleason was invited to give an introductory course in linguistics in Westport and very generously agreed to do so. Following this pattern, another in-service course will soon be given designed particularly to aid elementary school teachers.

The Composition Program

The adoption of a linguistically oriented English curriculum heightened the need for consideration of the composition program. An expanded writing program aimed at a "theme a week" was initiated in 1959 with provision for the use of lay readers as assistants. Now well established at Staples High School, the program is being extended to the junior high schools. Although much more needs to be done to establish a clear correlation between the study of grammar and its application to writing, including rhetoric and logic, valuable information is being gained from the work already done. It is possible that such a correlation study will be made as an extension of the present Project, or perhaps other interested school systems will contribute research in this area so that a much clearer picture can be developed.

Westport Situation

Although a comparatively small school system, about 6,000 students, Westport is in a particularly advantageous position to proceed with such pioneer efforts. Foremost is the attitude of the community and the school administration which permits and encourages the professional growth of teacher-scholars and respects the academic competence of the staff.

The entire school system is engaged in the development of the language-centered curriculum; however, the teachers of Long Lots Junior High will be directly concerned with the investigation outlined by the Project. Dr. Leonard Joll, State Consultant in English and Reading, will serve as an advisor, as will Mr. George Ingham of Westport, while Dr. Gleason will be the consulting linguist.

meetings and conferences

- August 15-18. International Association of University Professors of English. Edinburgh
August 27-31. Ninth International Congress of Linguists. Cambridge, Massachusetts
August 27-September 1. International Federation for Information Processing Congress. Munich
Sept. 3-7. International Symposium on Information Theory. Brussels, Belgium
Sept. 6-11. First International Conference of Hispanists. Oxford
Oct. 4-5. American Council on Education, 45th. Chicago
Oct. 19-20. Conference on Asian Affairs. Washington University, St. Louis
November 19-24. National Council of Teachers of English, 52nd. Miami Beach

Airlie House Conference on English

On May 3-5 the National Advisory Council on the Teaching of English as a Foreign Language held its first meeting. Members of the Council, together with several special consultants, met at Airlie House, Warrenton, Virginia, for two and a half days. Representatives from six U.S. Government agencies concerned with the teaching of English also attended some of the sessions. Philip H. Coombs, Assistant Secretary of State for Educational and Cultural Affairs, spoke to the group on Wednesday morning May 3rd.

The Council was established in direct response to one of the recommendations of the national conference of English language education specialists held in Washington on March 16, 1961 (see the *Reporter*, August 1961). That conference was attended by nearly fifty people, of whom about thirty represented groups or institutions outside the Government and the remainder U.S. Government agencies. At that earlier conference it was unanimously recommended that steps be taken toward the establishment of a non-governmental Council to represent the American academic community in relating university and other private resources to the national effort in this field and to serve the Government in an advisory capacity for policy and plans.

At the first meeting of the Council there was frank and serious discussion over a fairly wide range of problems, and the members of the Council took fifteen definite decisions, some of them looking toward future activities of the Council, some intended as recommendations to Government agencies, and the rest aimed at special professional prob-

lems in the field. Copies of the decisions with accompanying letters of explanation were sent to the respective Government agencies, and in several instances constructive steps are already being taken in response to these decisions.

Members of the Council present at the first meeting included Professors Harold B. Allen (Minnesota), John Ashmead (Haverford), Robert Lado (Georgetown), Albert Marckwardt (Michigan/Princeton), Clifford H. Prator (UCLA), and George Winchester Stone, Jr. (NYU). Dr. Charles A. Ferguson (CAL) acted as the preliminary chairman of the Council for the first meeting, and Dr. Truett W. Russell and Mr. Alfred S. Hayes attended as special consultants. Dean Latimer of George Washington University was present part of the time and Dr. David P. Harris came to one of the sessions as a consultant.

The next meeting of the Council is planned for February 1963. The Center for Applied Linguistics will serve as the continuing secretariat for the Council in the periods between meetings.

The Southeast Asian Regional English Project of the University of Michigan, begun in 1958 under a U. S. Government contract to provide "regional technical assistance resources for improvement of English instruction" in Laos, Thailand, and Viet Nam, has been extended until June 1963 with consultation services available to Burma, Cambodia, Indonesia, and the Philippines.

A new Center publication, *Linguistics and the Teaching of English as a Second Language — University Resources in the United States*, is available upon request.

book notices

Colloquial Arabic: The Living Language of Egypt, by T. F. Mitchell. (*The Teach Yourself Books*). London: The English Universities Press Ltd., 1962. ix + 240 pp. 10/6

Describes the conversational Arabic of educated Cairenes. It contains a brief introduction on the linguistic situation in Egypt and other Arabic-speaking countries, a careful and accurate description of the pronunciation, and a concise explanation of the salient features of the grammar. The grammar section is especially valuable since it includes material not found in other textbooks of Egyptian Arabic. Part IV "Useful Sentences and Vocabulary" (pp 121-240) in the style of the Teach Yourself series gives lists of sentences and words appropriate for various situations or topics.

A Short Bengali-English, English-Bengali Dictionary, by Jack A. Dabbs. *A. and M. College of Texas*, 1962. xii + 173 pp.

A glossary of some 2000 Bengali words; the entries are in transcription with Bengali script added. The words selected are based on a summer's study of the Bengali spoken in East Pakistan, and occasional indication of differences between Pakistan and West Bengal forms is given. The English-Bengali section is somewhat smaller and is keyed to the Bengali-English part. An unpretentious dictionary with purely practical aims.

English as a Foreign Language: Grammar and Syntax for Teachers and Advanced Students, by R. A. Close. London: Allen and Unwin, 1962. 177 pp. 25/-

Highly original treatment of a number of features of English syntax. The points are expounded in terms of fifteen primary distinctions, each involving pairs of unmarked-marked members. Numerous, well-chosen examples are provided and in many cases mnemonic diagrams as well. Based on the author's long experience teaching English abroad, the book is of interest not only for specialists in English as a foreign language but for anyone concerned with English syntax and semantics.

trained individuals who had the constant help and suggestions of a native speaker of English as their advisor, there was some question whether the materials could be effectively handled by a person who did not have so much preparation and did not have such immediate access to help in resolving problems. It was therefore decided to have another test period, this time including some teachers with a maximum of two weeks of training as well as some teachers with no training at all. In this case, a number of schools all over Java were chosen. Some were in large towns, while others were in small villages which could not be found on even a large-scale map. The teachers in all of these schools have been given the materials in the form in which they were prepared, including the extensive manual, and have been asked to teach English. They submit weekly reports to the Testing Center, and approximately once a month an Indonesian inspector comes by to see if they have any difficulties or any questions about the handling of the material; most particularly he asks if they have any suggestions as to how the manual might be made more easily understandable to the inexperienced teacher. Only after this second testing period and the consequent revision and expansion of the materials suggested by it are the materials deemed ready for printing.

The materials are now almost completed. Some testing remains to be done. There is still some question as to how and when the materials can be published, but it is certain that when they are published they will become a landmark in the field of teaching English as a foreign language. They have been carefully tailored to a specific situation, have been tested thoroughly by the teachers who are expected to use them and have already been accepted by the Ministry of Education as the standard texts for all classes. Most important, they are the result of Indonesian effort and a source of pride to Indonesian teachers. Rarely if ever has so much care been expended on establishing materials for teaching English in a non-English-speaking country. Other nations which face the problem of providing language textbooks for their schools will undoubtedly be interested in the English Language Projects of Indonesia and the eminently satisfactory results of these projects.

Carnegie Chinese Project

The Carnegie Corporation of New York has made a three-year grant of \$125,000 to San Francisco State College to coordinate several related projects for the purpose of encouraging Chinese language instruction in secondary schools.

The Project will inaugurate Chinese classes in secondary schools in the San Francisco area, arrange for teacher training, develop and supply teaching materials, and provide expert supervision and consultation service.

Professor Kai-yu Hsu, Head of the Foreign Language Department, San Francisco State College, will direct the Project. Professor Maurice Tseng of the Institute of Far Eastern Languages, Yale University, will be Associate Director and supervisory "roving professor". Professor Shau Wing Chan, Head of the Department of Asian Languages, Stanford University, and Professor Joseph Axelrod of San Francisco State College, currently in charge of an NDEA academic-year language institute, will be consultants.

linguists wanted

PROFESSOR or ASSOCIATE PROFESSOR of linguistics, Portland State College, 1963-64. To teach linguistics and possibly a Middle Eastern language. Starting prof salary about \$10,200, starting associate prof salary about \$8,600. Address Dr. Frederick J. Cox, Middle East Language and Area Studies Center, Portland State College, Portland 1.

MACHINE TRANSLATION RESEARCHER qualified in structural linguistics, either native German or with equivalent command of the language and fluent English, M.A. or equivalent experience. Submit resume to Wayne Tosh, Linguistics Research Center, Box 7980, Univ. Station, Univ of Texas, Austin 12.

TEACHERS OF ENGLISH as a foreign language needed in Africa and other points overseas. Address Director of Overseas Operations, Institute of Modern Languages, 1322 18th St. N.W., Washington 6, D.C.

Personalia

The following is a list of a number of linguists who are changing their institutional affiliation as of September 1962. The list does not distinguish between permanent and temporary changes.

	FROM	TO
William M. Austin	Eastern Penn. Psychiatric Inst.	Illinois Inst. of Tech.
Bernard Bloch	Washington	Yale
Nicholas C. Bodman	FSI	Cornell
William Howard Buell	UCLA	North Borneo
Oscar Luis Chavarria-Aguilar	Michigan	Kanpur Technical Inst.
B. E. Clarity	Georgetown Arabic Res Prog.	Beloit College
Desmond T. Cole	Georgetown	Witwatersrand
Harold C. Conklin	Columbia	Yale
Paul W. Friedrich	Pennsylvania	Chicago
Joseph H. Greenberg	Columbia	Stanford
D Lee Hamilton	FSI	Office of Educ.
Robert T. Harms	Texas	Leningrad
Alfred S. Hayes	Foreign Lang. Consultant	Center for Appl. Ling.
Henry R. Kahane	Indiana	Vienna
Peter N. Ladefoged	Edinburgh	UCLA
John Lotz	Columbia	Stockholm
Samuel E. Martin	Yale	Washington
Norman A. McQuown	Chicago	Seville
Roy Andrew Miller	Internat. Christian Univ., Tokyo	Yale
Lawrence Poston, Jr.	Office of Educ.	Oklahoma
Stanley M. Sapon	Britannica Center	Rochester
Yao Shen	Michigan	Hawaii
Edward Stankiewicz	Chicago	Novi Sad
John C. Street	Columbia	Washington
Valdis J Zeps	Bd. of Geog. Names	Wisconsin

The Linguistic Reporter

Newsletter of the

Center for Applied Linguistics

1346 Connecticut Avenue, N.W.

Washington 6, D.C.

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Linguistic Symbols for Typing

How to type a variety of specialized linguistic characters, symbols, and diacritics into manuscripts and papers has been a chronic problem for linguists, language teachers and students, as well as many others. Recently, an American manufacturing company has come up with a practical and flexible solution to the problem in the form of new device called a *Typit*. A *Typit* is a small plastic handle which contains a single type face of some special symbol. Once a modified type guide has been installed on the typewriter (this change does not affect the normal operation of the machine), it is possible to use any number of *Typits* without altering or giving up any of the standard keys. A *Typit* is inserted in its holder and any key is struck. The rising type bar forces a small metal slide forward and the special symbol is printed. The *Typit* is then removed, and normal typing is continued. The price of individual *Typits* is \$3.00.

At present, over 500 special characters, including phonetic symbols, arrows, special brackets and bars, Greek letters, diacritics, etc. are available. Catalogues and additional information can be obtained from the manufacturer: Mechanical Enterprises, Inc., 3127 Colvin Street, Alexandria, Virginia.

Examples of linguistic symbols now available in *Typits* are:

θ ↓ α ζ " Λ e h → ? ι <
> ~ Δ ∘ Z ~ β ° √ ∞ ∙ ∩
P ' œ , e ^ e ' M i ð φ

New Periodicals

Studies in Descriptive and Applied Linguistics, the Bulletin of the July 1961 Summer Institute in Linguistics of International Christian University in Tokyo, provides a new forum of communication for Japanese linguists. In the language of the Prefatory Notes, "the Institute is concerned with foreign-language teaching, especially the problems of foreign-language teaching in Japan, but does not feel that these problems can be discussed fruitfully apart from the basic discipline . . . of linguistics. It is interested very much in problems of English teaching in Japan, and feels that the most fruitful discussion of these problems must grow out of the background of the discipline concerned, again linguistics." Papers include "Prosodeme, Syllable Structure and Laryngeal Phonemes" by Shurô Hattori, "Morphological Problems in Linguistic Borrowing" by Hiroshi Nishiwaki, "From Mim-mem to Communication" by Everett Kleinjans and "A Modern Approach to the Teaching of Chinese" by Ryôichi Hasegawa.

pret, a newsletter for the Puerto Rican English teacher, initiated with a May issue, encourages its readers to send in their teaching experiences in the hope that "this exchange will be an additional means of revealing problems and imaginative techniques in English language teaching," and "contribute to uniting Puerto Rican English teachers professionally." For further information address the Editor, Joseph Kavetsky, College of Education, University of Puerto Rico, Rio Piedras.

The *DFL Bulletin*, the publication of the new Department of Foreign Languages of the NEA, was inaugurated with an April issue. Carrying signed articles, news items in the field of foreign languages, and book reviews, the *Bulletin* is edited by Jermaine Arendt, Minnesota State Supervisor of Foreign Languages, and Emma Marie Birkmaier, University of Minnesota High School. Its first numbers are published and distributed to over 110,000 persons by major foreign language textbook publishers.

PEN, Project English Newsletter, began publication with a May issue. The Office of Education periodical, in addition to a brief history of Project English, carries reports of research studies of linguistic interest and an account of the May conference on "Improving English Skills of Culturally Different Youth in Large Cities". (September 1 is the next deadline for research applications.)

The *Bulletin of the Central Institute of English*, Andhra Pradesh, India, an annual publication with its first issue dated September 1961, reflects the concern of the Institute with linguistic techniques as a means of reforming the teaching of English in India.

Articles include "Report on a Verb-Form Frequency Count carried out in the C. I. E. Hyderabad" by H. V. George, "English Vowels for Indian Learners" by A. W. J. Barron, and "Verbs with Particular Behaviour in the Present Simple and the Present Progressive Areas" by M. Tarinayya. Edited by V. K. Gokak, the *Bulletin's* mailing address is Hyderabad-7, Andhra Pradesh.

JPRS: Largescale Government Translation Service

by Belle Martin

[Miss Martin is Editorial Assistant, *The Linguistic Reporter*]

The U.S. Joint Publications Research Service (JPRS), a component of the Office of Technical Services, U.S. Department of Commerce, established in 1957 with branches in Washington, New York, and San Francisco, provides a centralized translation service for those U.S. Government departments having an interest in and a need for the processing of foreign documentary materials, and prevents, where possible, duplication in this work.

According to Thomas W. Miller, Jr., Chief of the Service, the bulk of the materials are channeled to it from those departments having a continuous need for translations of foreign language publications. However, any component of the federal government may utilize JPRS services through the intra-government purchase order system. Non-government institutions and individuals may obtain the reports through several sales outlets.

JPRS accepts work orders only from government offices—and the Service's orders are steadily increasing—and contracts only with individual translators to perform services. During fiscal year 1962 JPRS produced about 300,000 pages of material

Translators and Translations

Approximately half of JPRS translations are scientific and technical; the remainder are in the social sciences. Russian is the first foreign language translated both in volume and importance; Chinese second in importance though not in volume because of the relative paucity or unavailability of Chinese materials; East European, West European (including German) and the Near East and remaining Far East next in priority. All subjects and languages are handled, subject only to translator capabilities. The Service reports it has not been stumped on a language yet. Its translations have ranged from a half-page letter in Bantu addressed

to a space official to a 1502-page statistical year-book on Poland (the largest JPRS report to date). The 2500 translators currently listed with the JPRS are required to have a good command of the language translated from, the subject matter translated, and, above all, English, since Mr. Miller reports that JPRS experience has demonstrated that the greater command must be over the language of the finished product. As Mr. Miller points out, there are very few "subject specialists" in the less familiar languages and in cases of highly technical materials in these languages, a translator-editor team has often proved most satisfactory. The greatest need of the JPRS currently is for Chinese, Russian and East European scientific translators, although applications from skilled translators in any language are welcome.

Linguistics

Although linguistics apparently does not loom large on the JPRS front, either in the translators' training or as subject matter of the publications, translations have, for example, been made of materials concerning machine translation and of Russian linguistic reports on the analysis of the German complex sentence and the role of the comma. In addition, the Service has post-edited several machine-produced translations and considers that it has not as yet scratched the surface of the field of machine translation, which it regards as "still experimental, not operational."

Linguistic changes have brought their complications to the work of JPRS, Mr. Miller reports. The abbreviated Chinese character system now in general use in China has required the Service to furnish its translators with special charts of the new characters. The Chinese and Indonesian languages, to mention only two, are changing so fast—in the case of Indonesian the upsurge of national con-



JPRS Librarian, Mrs. Colleen Henderson, filing some of the translations and reports completed by JPRS

by Earl W. Stevick

sciousness leading to a replacement of the former Dutch words—that dictionaries are barely able to keep up with them.

JPRS reports are made available to the general public through four outlets. Photocopies of individual political, economic and sociological reports are sold by the Photoduplication Service, Library of Congress, Washington 25, D.C. Scientific and technical reports are sold in mimeograph or xerox form by the Office of Technical Services, Department of Commerce, Washington 25, D.C. JPRS reports dating from 1958 and included among the nondepository government publications listed in the *Monthly Catalog of U.S. Government Publications* have been published in microprint form by a commercial corporation, the Readex Microprint Corporation, 115 University Place, New York 3, New York. JPRS social science reports concerning China, the USSR and Eastern Europe, initially sponsored by the Social Science Research Council and the American Council of Learned Societies, are now available through Research Microfilms, Inc., 92 Franklin Street, Annapolis, Maryland.

Linguistics at Hartford Seminary. The graduate program of the Hartford Seminary Foundation for 1962-63 offers both the M.A. and Ph.D. degrees in linguistics supported by work in anthropology, regional studies, missions, and the theological disciplines. Linguistics courses include Field Methods, African Linguistics, and the Grammar of English; languages include Urdu, Sanskrit, Classical Arabic, and English for Foreign Students. Introductory language courses are offered as staff time permits and as suitable informants are available. In recent years the following have been given: Spoken Greek, Hindustani, Hakka, Japanese, Kpelle, Korean, Malay, Persian, Tagalog, Thai, Turkish, and Zulu.

The linguistics program is under the direction of H. A. Gleason, Jr. and J. M. Hohlfeld. For further information address The Hartford Seminary Foundation, Hartford 5, Connecticut.

FSI Testing Unit. Since its inception in July 1958 the Language Testing Unit, Foreign Service Institute, Department of State, has administered language proficiency tests — oral, written, or both — in 39 different languages to 12,350 Foreign Service officers and other U.S. Government employees.

[Dr. Stevick is a linguist on the staff of the School of Language and Area Studies, Foreign Service Institute, Department of State]

The second meeting of the Inter-African Committee on Linguistics, a part of the Scientific Council for Africa, South of the Sahara, was held in Brazzaville, July 16-21, under the auspices of the Commission for Technical Cooperation in Africa (CCTA). Most of the conference time was devoted to a Symposium on Multilingualism, for which about forty specialists in the field of language teaching, educational administration, psychology and African linguistics were brought together. A special effort was made to include a number of linguists with experience in the study of pidgins and creole languages.

The purpose of the symposium was to place at the disposal of the twenty-six African member states of CCTA certain general conclusions and specific recommendations, which might be of use to them in dealing with matters of language policy. Working groups were set up to concentrate on four topics: Linguistic Change in Africa; Creole and Pidgin Languages; Factors Involved in the Adoption of an Official Language; and the Role of World Languages in Africa and in African Education.

This observer felt that the participants in the conference had been well selected and that they represented an extraordinarily high average level of competence. Most had had long experience with the

problems at hand. Nevertheless, some observers felt that the final recommendations did not reach the degree of specificity which had been the stated aim of the Symposium. Most consisted of statements in favor of pilot projects, detailed surveys, and further analyses and intensive studies. Among the most positive results were general agreement that for purposes of government or education, a well-established creole is just as usable as any of the other non-European languages of the continent, and the suggestion that if the needed surveys, analyses, and pilot projects are ever to be carried out, it will be necessary to train African linguists in African universities.

It appeared to this observer that the difficulty experienced by the conference in framing specific recommendations was, to a large extent, due to the sparse representation of the member states of the CCTA, and to the fact that the questions which the specialists were to answer were not clearly formulated. It is possible that a conference made up of responsible delegates from most or all of the member states should be held for the purpose of drafting specific questions, either before or concurrent with any future meeting of technical specialists.

The complete conclusions and recommendations of the conference are due to be published under the auspices of the sponsoring organization.

[ED. NOTE: CCTA headquarters are located at PMB 2359, Lagos, Nigeria]

Welsh College Offers Courses in English as a Foreign Language

The Welsh College of Advanced Technology, Cardiff, provides a Diploma Course and Advanced Certificate concerned with English as a foreign language. The courses are given in the Department of English and Liberal Studies (D. F. Bratchell, Head).

Diploma Course

The Postgraduate Diploma Course in the Teaching of English as a Second Language is designed for overseas teachers of English (particularly the Middle East and the Far East) who hold a university degree or equivalent qualification. Candidates are required to attend the college for one academic session (September-June) of full-time study; the diploma is awarded on the basis of examinations and a dissertation.

The diploma course includes the following subjects: General Linguistics; The English Language — Development and Structure; General and Applied Phonetics; Linguistic Pedagogy and Applied Linguistics; Survey of English Literature; Teaching the Main Aspects of English as a Foreign Language; Audio-visual Aids; Teaching Practice.

Advanced Certificate

The Department of English and Liberal Studies also offers an Advanced Certificate in English Studies for Foreign Students. This full-time course is open to foreign students of any nationality who hold an initial qualification in English. Upon successful completion of the course by examination the student will be awarded the College Certificate.

Project English

Colleges, universities, or State departments of education may submit proposals for Curriculum Study Centers in English designed to develop sequential patterns for teaching reading, composition, and related language skills, to test promising practices and materials, and to develop curriculum recommendations and materials. Twenty-three proposals were considered by the Research Advisory Committee in February. Three were approved. Contracts have been signed with: Carnegie Institute of Technology (English for the able college-bound in grades 10-12. Duration, 4 years plus. Federal costs, \$220,000. Director, Dean Erwin R. Steinberg); Northwestern University (English, with special emphasis on composition, in grades 7-14. Duration, 5 years. Federal costs, \$250,000. Co-directors, Dean Eldridge T. McSwain and Professor Jean H. Hagstrum); University of Nebraska (An articulated program in composition, in grades K-13. Duration, 5 years. Federal costs, \$250,000. Director, Professor Paul A. Olson). In each center, cooperation of departments of English and education and of several local schools or school systems is a built-in feature; findings will be made available in future years to interested school systems.

NDEA Title VI Projects

Thirty-eight projects to strengthen modern foreign language instruction at all educational levels have been completed in fiscal year 1962 under Title VI of the NDEA, Office of Education publication, *Higher Education*, reports in its July issue. Of the 38 projects, 11 were surveys and studies of the status of language instruction in the schools and colleges; 22 were for the development of specialized instructional materials, including readers, basic courses, and grammars for the neglected languages, and 5 were for research in the application of phonetics and linguistic theory to foreign language instruction. The new projects bring the total number financed by the language research and studies program in its first four years to 199.

Materials completed as of August 1961 are described in the Office of Education publication *Completed Research, Studies, and Instructional Materials in Modern Foreign Languages. List No. 1*. A second list is in preparation.

The Center for Applied Linguistics of the Modern Language Association of America is a non-profit professional organization established 1959 in Washington, D.C. The purpose of the Center is to serve as a clearinghouse and informal coordinating body in the application of linguistic science to practical language problems.

The *Linguistic Reporter*, the Center's bimonthly newsletter, is distributed free of charge to those who request it. Address all correspondence 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.

Linguistics in South Africa

by L. W. Lanham

[Dr. Lanham is Professor, Department of Phonetics and General Linguistics, University of the Witwatersrand, Johannesburg]

Courses in linguistics in each of the three undergraduate years were offered for the first time in 1962 in the Department of Phonetics and Linguistics in the University of the Witwatersrand, which thus became the first university in South Africa to offer linguistics as part of an undergraduate curriculum. Apart from basic phonetics, phonemics, morphemics, and syntactics, special topics for undergraduate study include: the structure of English; history and development of the English language; a study of the phonemic system of one foreign language and the mastery of it as a pronunciation system; language and culture; modern methods in teaching and learning foreign languages; teaching English as a foreign language; introduction to the science of

translation; language and society. Undergraduate courses have a strong bias towards the practical and the applied, showing a close adherence to American linguistic tradition in the undergraduate years. The Honours (postgraduate) course includes an examination of British and Continental linguistics.

Current research in the department is mainly connected with English in Africa. A dialect survey of regional and social differences in South African English is in progress and an attempt has been made at a description of standard English in South Africa. Aberrant patterns of pronunciation in African English are being investigated, particularly with a view to preparing remedial exercises and to testing the theory of predictability of deviant pronunciations in terms of a bilingual description. Minor research projects are concerned with Bushman and Bantu languages.

English Literature Overseas

The British Council Conference on Teaching English Literature Overseas, at King's College, Cambridge, England, July 16-18, was the first such conference ever held and was attended by over seventy-five participants from twenty-five different countries. Professor John Ashmead of Haverford College, American literature consultant to the Center for Applied Linguistics, attended as representative from the Center and gave one of the talks, on the use of the Carnegie Collection of Color Slides, *The Arts of the United States*, in the teaching of American Literature. He found interest expressed at the conference in American methods of teaching prosody by using the new linguistics, and also much interest in further exploration of interconnections between the study of literature and the study of linguistics, perhaps through an international conference.

A crucial issue of the Conference was the present dissatisfaction with current methods of teaching English literature overseas, especially in countries with English as a second language. Among the proposals for modernization of English literature teaching were greater use of visual aids, greater reliance on the most recent linguistic research, a broader definition of English literature to include history and philosophy, and also to include all literature written in English, especially American literature of the modern period. Badly needed was a more functional relation of English literature to the life and career of the overseas student, if English literature was to avoid following Latin into oblivion as a significant civilizing force. The proceedings of the Conference were taped and will be published in book form by Methuen.

THE ELECTRONIC EAR

Aurelle, an electronic device now being produced in France, may in time prove to be an important aid in the study and teaching of modern languages in addition to its uses in psychology, medicine, music, and industry: the device can, it is claimed, modify the way a person speaks by modifying the way he hears.

Aurelle is an electronic ear (*oreille électronique*) consisting of a system of filters placed between a microphone and a set of earphones. The subject speaks into the microphone and hears his own voice as modified by the filters, which may be adjusted to amplify certain frequencies in the acoustic spectrum and lower others. Under these conditions, it is said, the subject tends to modify his own speech, taking the acoustic spectrum perceived by the ear as a model.

The inventor of the device, Dr. A. Tomatis, a French physician, bases his machine on certain general principles that emerged from his clinical work: (1) the voice can reproduce only what the ear can perceive; (2) if a damaged ear regains the ability to discriminate correctly frequencies it earlier discriminated poorly, these frequencies are immediately and without the subject's knowledge re-established in utterance phonation; (3) the ear imposes upon the vocal apparatus

auditory modifications imposed artificially upon the ear itself.

With regard to *Aurelle's* application to foreign language study, *The London Times Educational Supplement* (24 November 1961) noted: "Turning his attention to languages, Dr. Tomatis investigated the characteristic sound frequencies of several European languages. He revealed by means of audiographs that each language has its own rhythm and sound ranges. . . . When a speaker becomes imprisoned, as it were, within his own mother tongue, his ear becomes deaf to unaccustomed sounds and he tends to interpret what he hears in terms of frequencies that are familiar to him. . . . In the future, the electronic ear may enable learners to overcome this handicap. By filtering through selected sound frequencies the machine can resensitize the middle ear so as to permit the subject to hear new sounds in all their purity. The ear is tuned in to the new frequencies, after which they can be faithfully reproduced orally. . . . What are the immediate lessons for the modern language teacher? Workers at the linguistic centres of Saint-Cloud and Besançon are still experimenting with the machine as an aid to modern language learning. . . ."

Aurelle headquarters are at 3, Rue du Faubourg St-Honoré, Paris 8.

The Linguistic Society of New Zealand

The Linguistic Society of New Zealand, now in its fifth year, was formed in Auckland to "promote and pursue the scientific description and study of the evolution and structure of languages." While the main membership is in Auckland, where meetings are held five or six times a year at the University, there is a growing body of members in Wellington, Christchurch, Dunedin, and overseas.

The Society publishes its proceedings annually in a journal, *Te Reo*, which appears in the May following the year concerned; it is available to members only.

Speakers are drawn from New Zealand members and overseas visitors. Languages dealt with in papers read to the Society have included Breton, Chinese, English, French, German, Melanesian and Polynesian languages, Minoan, Pidgin, and Rumanian. There have also been more general papers or discussions on topics such as the history of linguistics, linguistic geography, and the reconstruction

of Proto-Austronesian. A students' evening at which Auckland University students present papers based on research done within their Departments has become a regular annual feature, and is providing valuable material on Polynesian dialects and overseas regional forms of French.

The Society naturally has a particular interest in the languages of the Pacific, both European and Oceanic, and this interest has been reflected not only in the papers presented but also in the series of *Te Reo Monographs* published and planned. Already out are *A Checklist of Oceanic Languages* (K. J. Hollyman) and *The Polynesian Language of Mae (Emwae), New Hebrides* (A. Capell), which may be purchased by the public. In preparation are a dictionary of cognates for Eastern Polynesia (B. G. Biggs) and a survey of plant-names for Wallu, New Caledonia (J. Kasarherou).

The Center for the Information Sciences, recently established at Lehigh University, has plans for the next four years including research in linguistics, semantics, the logical syntax of natural and artificial languages, and the computability of syntactic analysis; instruction at the graduate level in linguistic and information analysis; and the design and operation of substantive information centers. The Center, a division of the Lehigh Library, is under the direction of Robert S. Taylor, Associate Librarian.

The University of Texas has announced the establishment of a graduate program in information processing for students in psychology, mathematics, and linguistics. Closely allied with the University's modern Computation Center, the program during 1962-63 will provide instruction in information processing, cognitive processes, learning theory, descriptive linguistics, high-speed computer programming, computer applications in psychology and education, and mechanical language translation. Additional information may be obtained from R. K. Lindsay, Department of Psychology, University of Texas, Austin 12, Texas. (From *Scientific Information Notes*, April-May 1962.)

The UCLA Center for Research in Languages and Linguistics, directed by Professor Jaan Puhvel, was recently established to coordinate the University's rapidly expanding linguistic activity. Some of the tasks of the Center will be to oversee and expand the library holdings in linguistics, stimulate contributions to the University Press publications in linguistics and philology, provide liaison with governmental agencies and private foundations, administer grants and fellowships, provide administrative facilities and space to visiting scholars and research assistants, issue a newsletter, organize seminars and lectures by visitors, provide administrative and secretarial assistance for group research projects, take a lead in planning further improvement and expansion of linguistic offerings at UCLA, and encourage interdisciplinary research on language.

New Editor for the MLJ. Professor Robert F. Roeming of the College of Letters and Science, University of Wisconsin, Milwaukee, was elected in December 1961 for a four-year term as Editor of the *Modern Language Journal*, 1963-66. Professor Roeming will succeed Professor J. Alan Pfeffer of the University of Buffalo, whose term expires on December 31, 1962.

MLA To Survey Manpower in the "Neglected" Languages

The Modern Language Association of America, under contract with the U.S. Office of Education, is undertaking a survey of the study of "neglected" modern foreign languages (i.e. all major languages of the world except French, German, Italian, Russian, and Spanish) in the United States. Questionnaires have been sent to the registrars of all accredited colleges and universities to ascertain which neglected languages are offered in regular and summer sessions and who is in charge of the instruction in each language. A second-stage questionnaire will elicit information about the courses offered, enrollments in each course and at each academic level, from freshman to advanced graduate study, use of language laboratories, area programs, and the names of all instructors and native informants. A third-stage questionnaire, addressed to instructors and native informants, will ascertain age, academic background, language competence, special knowledge of areas and the nature of each course they teach. (This question-

naire will go also to teachers of "neglected" languages in all secondary schools, identified through a separate survey being made of enrollments in all foreign languages at this level). A fourth-stage questionnaire will be addressed through their teachers to all college and university students of "neglected" languages, asking for biographical information (age, academic and permanent addresses, year of study, citizenship, place of birth, etc.) and linguistic information (courses in all languages studied, knowledge of structural linguistics, indication of language skills and bilingualism, and what use the student plans to make of his knowledge of the language). The third- and fourth-stage questionnaires will be completed in triplicate so that the Language Development Branch of the U.S. Office of Education may have rosters of students and teachers by language and by name and also a roster of programs by institution. Results of the survey will be available in the fall of 1963 through the U.S. Office of Education.

Teacher Training Film 5 Now Available

"Modern Techniques in Language Teaching," Film 5 in the five-part film series *Principles and Methods of Teaching a Second Language* sponsored and produced by the Modern Language Association of America, the Center for Applied Linguistics, and Teaching Film Custodians, Inc. is now available for distribution.

Film 5 reinforces and expands the techniques of language teaching explained and illustrated in Films 1, 2, 3, and 4, in this case using English as the second language to be learned.

Classes shown include a third grade class of Spanish speaking children, a ninth grade class of Spanish speaking adolescents and an adult class of speakers of languages from the Middle East, Far East, Africa, Europe, and South America.

The film also considers the role of the non-native teacher who must bear the responsibility of teaching a second language throughout the world. References are made to the use of language recordings and to the problem of the oversize language class.

In addition to Pauline Rojas and Howard E. Sollenberger, consultants for the

series as a whole, Albert H. Marckwardt was consultant for Film 5. Technical advisors include: Bernarda S. Erwin, Nancy L. Fargo, Sirarpi Ohannessian, Robert J. di Pietro, and Betty Wallace Robinett.

Purpose of the Series

The film series is designed to instruct teachers in the application of modern principles of linguistics to the teaching of a second language in schools, colleges, and other systems and organizations throughout the United States and abroad. For maximum effectiveness the series is best used as whole rather than in separate units.

Each film is a 16 mm. black-and-white sound film, with a running time of approximately thirty minutes (three reels). Theodore B. Karp is writer-supervisor for the series, and Reid H. Ray Film Industries, Inc. is film producer. The total series may be purchased for \$850 and individual films at \$170. Films are also available on a rental basis. Distribution is through Teaching Film Custodians, Inc., 25 West 43rd Street, New York 36, New York, to whom inquiries should be addressed.

New Language Development Head

Dr. D. Lee Hamilton has been appointed Director of the U.S. Office of Education's Language Development Program to succeed Dr. Kenneth W. Mildenberger, now Acting Director of the Division of College and University Assistance, Office of Education. The new Director of a program which for the current fiscal year totals \$15.25 million has most recently been Associate Dean, School of Languages, Foreign Service Institute, Department of State, and, prior to 1957, Academic Dean, U.S. Army Language School, Monterey, California. Dr. Hamilton has been a Professor of Romance Languages at the University of Texas and Indiana University, and during World War II introduced and taught Portuguese at the U.S. Naval Academy.

The Committee on Southern Asian Studies of the University of Chicago is sponsoring a program on the culture of South and Southeast Asia to be presented by several visiting scholars to the campus during 1962-63. Supported by the Ford Foundation, the Carnegie Corporation, and the Asia Society, the Visiting Program will include a course of lectures on language, myth, and history of Indonesia by C. C. Berg, Visiting Professor of Indonesian Linguistics at the University of Leiden, and a linguistics seminar in Historical and Anthropological Approaches to Javanese Culture.

Philippine Language School. The Interchurch Language School, a cooperative effort organized in 1961 to train missionaries in the dialect of the area in which they serve, is offering intensive programs in Tagalog, Cebuano and Ilocano, with Ilongo and other major dialects to be added should the need arise. For further information address: Donald N. Larson, Director, Interchurch Language School, 47 General Lim, Heroes Hill, Quezon City.

The Business Service Center of the U.S. Department of Commerce draws upon the language talents of Commerce employees to assist foreign businessmen. Less familiar languages presently being handled include Arabic, Mandarin Chinese and Cantonese Chinese, Russian, Greek, Latvian, Ukrainian, and Czech. A tape recording in several languages was recently made for Voice of America broadcasts concerning the Business Service Center.

meetings and conferences

- October 4-5 American Council on Education, 45th. Chicago
October 7-13. International Meeting on Teaching Film and Television Appreciation. Oslo, Norway
October 15-27. UNESCO Seminar on Bibliography, Documentation and Exchange of Publications in Arabic-Speaking States. Cairo
October 19-20 Conference on Asian Affairs. St. Louis
November 15-18. American Anthropological Association, 61st. Chicago
November 19-24. National Council of Teachers of English, 52nd. Miami Beach
November 20-24. International Schools Foundation Conference of Overseas Schools, 5th. Beirut
December 26-30. American Association for the Advancement of Science. Philadelphia
December 27-29. Modern Language Association of America. Washington
December 27-29. College English Association. Washington
December 27-29. American Folklore Society. Washington
December 27-30. Speech Association of America. Cleveland
December 28-30. American Philological Society. Baltimore
December 28-30. Linguistic Society of America. New York
December 29-30. American Association of Teachers of Spanish and Portuguese. Washington

New Center Study Treats the Role of Second Languages

The latest publication of the Center for Applied Linguistics (*Study of the Role of Second Languages in Asia, Africa, and Latin America*, edited by Frank A. Rice. 123 pp. \$1.75) is a small volume of essays in the field of sociolinguistics. This volume is one of a series of publications resulting from the Survey of Second Language Teaching in Asia, Africa, and Latin America conducted during the period December 1959-March 1961 by the Center in cooperation with linguists and experts from other countries (see the *Reporter*, April 1961, p. 3).

In carrying out the survey, the Center repeatedly found that one of the most serious gaps in available information was the "language situation" in a given country or area. This includes not only basic crude data, such as what languages are spoken where and by how many people in a given area, but also information on the use of different languages and dialects, on the extent and functions of multilingualism, on the attitudes of speakers toward their own language and toward other languages, on the linguistic channels of communication throughout the society and on the correlation of linguistic factors with other aspects of the society.

Perhaps even more serious was the discovery that no theoretical frame of reference was available in terms of which different language situations could be char-

acterized, classified, or compared. Since the purpose of the survey was to determine effective approaches and policies for assisting the developing countries in coping with language factors in their economic, social and educational development, these two lacks proved serious.

The ten essays of the new Center publication represent the reaction of half a dozen specialists to various aspects of this problem of the survey. Several of them give information on particular countries or regions, others attempt to provide parts of the needed frame of reference. The final essay consists principally of charts illustrating the communication problem for specific countries.

This document constitutes another step in the development of the field of sociolinguistics. Other signs of growing interest in this field have been the special sessions at annual meetings of the American Anthropological Association, in particular, *Language and Culture Dynamics in South Asia* (1957), *Urbanization and Standard Language* (1958), and *Multilingualism and Socio-cultural Organization* (1961).

Other Center publications resulting from this Survey are *Second Language Learning as a Factor in National Development in Asia, Africa, and Latin America*, 1961, 18 pp., 50 cents, and *English Overseas*, 1961, 31 pp., 50 cents.

book notices

Arabic Dialect Studies, a Selected Bibliography. Washington, D. C., Center for Applied Linguistics and the Middle East Institute, 1962. vi + 100 pp. \$1.75 [Available from the Middle East Institute, 1761 N Street, N. W., Washington 6, D. C.]

Edited by Harvey Sobelman, this volume brings up to date four articles that appeared in the *Middle East Journal* between 1955 and 1949—C. A. Ferguson, *Syrian Arabic Studies*; R. S. Harrell, *Egyptian Arabic Studies*; R. A. C. Goodison, *Arabic Dialect Studies: Arabian Peninsula*; H. Blanc, *Iraqi Arabic Studies*—and includes two additional articles—T. B. Irving, *North African Arabic Studies*; P. P. Saydon, *Maltese Arabic Studies*—to provide wider coverage. The purpose of these articles is to provide the interested student with a carefully evaluated list of all the significant scholarly work published on Arabic dialects. Each article contains a section on General and Comparative Studies, Dictionaries, Descriptive Studies, Textbooks, Collections of Texts, and a List of Titles.

Beginning Japanese, Part 1, Lessons 1-20, by Eleanor Harz Jorden with the assistance of Hamako Ito Chaplin. (Yale Linguistic Series, 5) New Haven, Yale University Press, 1962. Cloth \$5.00; paper \$2.75

Based on the techniques of modern linguistic analysis, this text is designed for beginning students in secondary schools and universities. The aim is to develop control of the language through memorization and manipulation of whole utterances. In addition to basic dialogues, grammatical notes, conversations, a glossary, and narrative selections, the text contains more than 200 drills that provide the basis for pattern practice. A series of tape recordings are available from Electronic Teaching Laboratories, Inc., 5034 Wisconsin Avenue, N.W., Washington 16, D. C. Part 2, containing Lessons 21-35, will be available early in January.

Uzbek Newspaper Reader (with Glossary), by Nicholas Poppé, Jr. (*Indiana University Publications, Uralic and Altaic Series, Vol. 10*) Bloomington, Indiana University, 1962. x + 247 pp \$2.00

Uzbek is an Altaic language spoken by some six million Muslims in Soviet Central Asia and Afghanistan. This reader contains photographically reproduced excerpts from Uzbek newspapers currently published in the USSR. The materials are in the Cyrillic alphabet now in use, and in the selections there is emphasis on regional topics, education, and economics. There is a grammatical sketch (pp. 3-59) which summarizes the forms of the written language, notes on grammatical points in the text, and a full vocabulary (pp. 178-246).

A Course in Modern Standard Arabic, by Daud Atiyeh Abdo. Beirut, Khayats, 1962. xv + 196 + [209] pp.

This is the first volume of a proposed three-volume course for teaching Modern Standard Arabic to foreigners. The course uses modern techniques of language teaching such as the planned repetition of vocabulary items in accordance with word counts, the gradual introduction of grammatical points, and the provision of tape recordings and flash cards to accompany the books.

The Use of English, by Randolph Quirk, with supplements by A. C. Gimson and Jeremy Warburg. London, Longmans, 1962. viii + 333 pp. 12/6

This book began as a series of radio talks. It ranges over a wide variety of linguistic topics: the extensive use and many varieties of the English language, the functions of language, the structure of English, what is standard English, and problems of English usage and style. Many of Professor Quirk's observations are based on preliminary results of the Survey of English Usage being conducted at University College, London, under his supervision. One chapter is on dictionaries, and there are two supplements: "The Transmission of Language" by A. C. Gimson covering pronunciation and writing, and "Notions of Correctness" by J. Warburg.

English Phonetics (Especially for Teachers of English as a Foreign Language), by Yao Shen. Ann Arbor, University of Michigan, 1962. vii + 239 pp \$5.35

This manual provides coverage of some basic notions of general phonetics and a

description of English sounds with articulatory diagrams. Both the Pike and the Trager-and-Smith systems of transcribing American English vowels are presented. Further chapters define "phonetic difference," "allophone," and "phoneme," and stress the necessity in second language teaching for paying attention to allophonic equations as well as to phoneme-pattern comparisons found to hold between the two languages involved. Permitted combinations of sounds and suprasegmental features also receive considerable attention.

Psycholinguistics, A Book of Readings, edited by Sol Saporta with the assistance of Jarvis R. Bastian. New York, Holt, Rinehart and Winston, 1961. xv + 551 pp. \$7.50

It is the purpose of this book to facilitate interdisciplinary communication between two major approaches to the study of language—that represented by structural linguistics and that represented by behavioral psychology—by providing students of language with materials dealing with problems where collaboration between psychologists and linguists promises to be fruitful. The materials consist of reprints of articles of a scholarly and technical nature.

Research on Language Teaching, An Annotated International Bibliography for 1945-61, by Howard Lee Nostrand and others. Seattle, University of Washington Press, 1962. xix + 280 pp. \$5.00

Designed to help researchers locate published and unpublished reports, this bibliography also identifies aspects of language teaching most in need of research. The book is divided into four parts: a listing of bibliographies; periodicals and serials; research completed and in progress; and an appendix on questions in need of research, followed by an author and subject index.

Foreign Languages in Industry. Report of a Working Party, Federation of British Industries, 21 Tothill Street, London, S.W. 1. June 1962. vi + 49 pp. 10s.

This report is based on a questionnaire circulated at the end of 1961 to a sample of members of the Federation, representative of different industrial interests and different sizes of firm. The report, which begins with a series of Recommendations, is divided into six parts: the effect of the

changing pattern of international trade; industrial linguistic requirements; the supply of linguistic services and linguists to industry and commerce; overseas developments; methods of language tuition; and six appendices, containing among other things, examples of industrial training schemes and special language services offered by industry and commerce.

Linguistics at Iowa

Beginning in September, the State University of Iowa will offer a Ph.D. in English with a special concentration in linguistics, including phonetics, phonemics, morphemics, the teaching of English as a foreign language, and modern English grammar. Provision will be made for advanced linguistics courses or work in mechanolinguistics or in instrumental phonetics.

The Ph.D. dissertation may be essentially linguistic in character, or it may be planned to demonstrate the impact of linguistics on an aspect of literature.

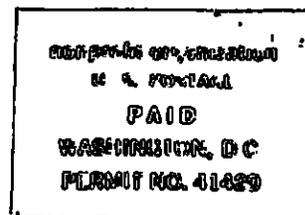
Further information may be obtained from Professor John C. Gerber, Chairman, Department of English, State University of Iowa, Iowa City.

miscellaneous linguistics

"In other words, Indo-European voiceless plosives became the corresponding fricatives in both High and Low Teutonic if they were labials or gutturals and were immediately preceded by the accent (Grimm's Law); but if they were dentals, the Low Teutonic fricatives became the corresponding voiced plosives. If the accent did not immediately precede, the voiceless plosives developed, through the voiceless fricative stage, into the corresponding voiced fricatives in Low Teutonic (Verner's Law); and these (except in the case of dentals, which were devoiced) evolved in High Teutonic into the corresponding voiced plosives. The aspirated plosives became voiced fricatives in Proto-Teutonic, and then developed in Low Teutonic into voiced plosives, which were devoiced in High Teutonic. Finally, the Indo-European voiced plosives were devoiced in Proto-Teutonic, and remained so in low Teutonic, but were further developed into affricates in High Teutonic, though the guttural shows this only in certain Alemannic dialects (especially in Swiss German; cf. p. 79)"—L. H. Gray, *Foundations of Language*, p. 82.

The Linguistic Reporter

Newsletter of the
Center for Applied Linguistics
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40

CAL publications

Contrastive Studies in Linguistics A Bibliographical Checklist W. W. Gogo	\$.75
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 & H. M. Stimson	\$ 2.50
Second Language Learning in Asia, Africa, and Latin America	\$.50
The Structure of the Arabic Language N. V. Yushmanov	\$ 2.00
Study of the Role of Second Languages in Asia, Africa, and Latin America	\$ 1.75

For a complete listing write to the
Publications Section at the Center.

New Periodicals

Journal of African Languages, with its first issue Volume 1, Part 1, 1962, is intended to meet the growing need for a regular publication in the field of African language studies. Published under the joint auspices of Michigan State University and the School of Oriental and African Studies, University of London, the journal represents an international cooperative effort; the first issue contains articles by J. Clauzel, J. H. Greenberg, M. Guthrie, A. Klingenheben, G. Manessy, W. E. Welmers, E. Westphal, and H. Wolff. The editor is Professor J. Berry, School of Oriental and African Studies, University of London, London, W. C. 1. Subscriptions are handled by Macmillan and Co. Ltd., St. Martin's Street, London, W. C. 2.

Journal of Verbal Learning and Verbal Behavior, initiated with a July issue, will publish articles dealing with laboratory studies of human learning as well as work in psycholinguistics and related disciplines. The editor is Leo Postman of the Center for Human Learning, University of California, Berkeley. Subscription orders should be sent to the publishers, Academic Press, Inc., 111 Fifth Ave., New York 3.

Copies of the recent Center publication "Linguistics and the Teaching of English as a Second Language: University Resources in the United States" (24 pp. multilith) are available upon request.

The UCLA Ph.D. Program in Linguistics, to be inaugurated in 1962-63, will involve three fields of study: structural linguistics, a language area (usually non-departmental), and a related area (experimental phonetics, linguistics and language teaching, mathematical linguistics, or psycho- and ethnolinguistics). The program endeavors to impart competence in the formal theories of linguistic structure, in the techniques of descriptive linguistics, in language areas not departmentally localized, and in inter-disciplinary studies relating to language. Linguistic and philological specialization may be in English, Germanic languages, Near Eastern and African languages, Romance languages, or Slavic languages.

Beginning in 1962-63 also the Department of Classics will offer a Doctorate in Classics with specialization in Greek and Italic historical grammar, Indo-European linguistics, and Sanskrit.

For further information address Professor Harry Hoiyer, Chairman, Committee on the Linguistics Program, Haines Hall 360, UCLA, Los Angeles 24.

Mistake

Through an oversight some copies of the August issue of *The Linguistic Reporter* may have been mailed without its Supplement, "The Uralic and Altaic Program of the American Council of Learned Societies" by John Lotz. Separate copies of this Supplement are available upon request to readers who are lacking one.

FULBRIGHT-CORNELL LINGUISTICS PROGRAM IN ITALY*by Paul Roberts*

[*Dr. Roberts, Professor of Linguistics at Cornell University, is at present in Rome as Director of the Cornell University Linguistics Program in Italy*]

In the December 1961 issue of *The Linguistic Reporter* Dr. Trusten W. Russell described the development of the Fulbright program in linguistics and the teaching of English in Italy to that date. Since then the program has been more firmly established by the awarding to Cornell University of a Ford Foundation grant for the continuation and expansion of the work. This money will supplement support that the program already receives from Fulbright, USIS, the University of Rome, the Italian Ministry of Public Instruction, the British Council, and the Council on American Studies. The program will continue to be administered in Italy by the Council on American Studies.

The Ford grant provides for a Direc-

tor and a University Lecturer, both to be drawn from the senior staff of the Cornell University Division of Modern Languages, and an Assistant to the Director. The current Director is Paul Roberts. The University Lecturer for 1962-63 will be Robert A. Hall, Jr.; for 1963-64 Frederick B. Agard. The Assistant to the Director is Walter E. Wells, now in his fourth year in Italy and third with the program. The staff is filled out by four annual Fulbright appointments (or renewals) in linguistics, by American and British teachers of English hired in Italy, and by the Italian staff of the Council on American Studies. In addition, the British Council is making it possible for British linguists to contribute to the program. John Sinclair and Michael Halliday of the University of Edinburgh lectured in linguistics at the program's summer seminar in 1962, and it is hoped that this valu-

able collaboration will be continued. The Ford grant also provides for the training of Italians in linguistics and for research in linguistics by Italian scholars.

The Italian program has worked along four main lines:

(1) **The preparation of materials.** The program has projected a four-year series of texts providing about 350 hours of classroom instruction—the maximum available in the curricula of most Italian schools. The texts are accompanied by tapes of the dialogues, the pronunciation drills, and the grammatical exercises. Explanations are in Italian and emphasize differences between Italian and English structure. The texts are tried out both by Italian teachers in the state schools and by American and British teachers in the Council's school (see below). Copy for the first-year text is scheduled to go to the printer in the fall of 1962 with finished books hoped for in spring 1963. The second-year text will be used in the try-out version in 1962-63. The texts are to be edited and set by Harcourt, Brace in New York and printed and distributed by Feltrinelli in Italy. Royalties go to the Council on American Studies to be used for the training of Italian teachers of English in applied linguistics.

The materials are based essentially on generative transform grammar—more clearly in the syntactic than in the phonological component. However, they have not been unaffected in the phonology by transformational theory and its conventions of feature and rule. They are presented in regular orthography and, in the earlier parts, in what must be called a phonetic rather than phonemic transcription, some features being predictable. The phonetic transcription is withdrawn progressively and as early as possible. Tentative efforts are made in the materials to state general rules for stress assignment and vowel reduction, and it is hoped that these can be made less crude and more

*Alvinia Airline*

useful as the materials develop and studies in linguistics progress.

(2) **An experimental and demonstration school.** In 1961 the linguistics program took under its immediate control an English-language school that had been operated for some years by the Council on American Studies. The school is used for trying out materials already written, for gaining information needed for the preparation of projected materials, and for observation by Italian teachers. In 1961-62 the school enrolled approximately 600 Italian adults. It had a staff of seven full time and two part time teachers, hired locally but coming from the United States, the United Kingdom, Canada, and Australia. All teachers are given a four-week training course. They are paid at something like twice the local rate for language teachers and by the month rather than by the hour. The hope was to build a faculty engaged in the enterprise, and the results have been gratifying. The director of the school in 1961-62 was Phillip Persky of San Jose State College. He is succeeded for 1962-63 by Charles Alva, formerly of Stanford.

(3) **In-service training courses.** In December of 1960 the Italian Ministry of

Public Instruction asked the Fulbright Commission, which then operated the linguistics program, to undertake a series of in-service training courses (*corsi di aggiornamento*) for Italian teachers of English. This was part of a larger program for the improvement of instruction in various fields. By May of 1962 more than 500 teachers had attended the ten-day, fifty-hour courses. It is expected that by 1965 virtually all Italian teachers of English will have had the course. About half the lectures in the course are purely theoretical, though on an elementary level, and constitute a brief introduction to transform grammar, with illustrations largely from English, partly from Italian. Remaining lectures deal with classroom procedures, testing, use of mechanical aids, etc. Particularly promising teachers are given an additional four-week course in the summer, expenses being borne by the Ministry of Public Instruction.

(4) **Instruction in the universities.** It is obvious that a linguistics program cannot expect permanent results without university support, and the program in Italy is making ever greater efforts to awaken interest in the Italian universities. Progress to date has been slow but not negligible. Through the efforts of Professor

Biancamaria Tedeschini-Lalli, a linguistic laboratory was installed in 1960 at the Facoltà di Magistero of the University of Rome and its direction confided to the linguistics program. In 1960-61 the laboratory and the concomitant English classes were directed by Alan Friedman, now at the University of California at Berkeley. The director in 1961-62 was Richard M. Payne of Louisiana State University; Professor Payne continues in this post for 1962-63. Linguistic laboratories are now going into other universities, the program giving such advice and help as it can.

The great present need is to establish curricula in the Italian universities, with the emphasis first on the intrinsic interest of studies in linguistics and secondly on their practical application. Some start has been made. In 1961-62, Sheldon Sacks of the University of California at Berkeley gave a very successful course in transformational syntax for the staff of the University of Rome, and other occasional courses have been given and well received. It is hoped that with the addition to the program of the University Lecturer from Cornell, work in theoretical linguistics can be firmly established at the University of Rome and elsewhere in Italy.

Applied Linguistics and the Teaching of English in the United States

by Harold B. Allen

[Dr. Allen, Professor of English at the University of Minnesota, is past president of the National Council of Teachers of English, a member of the Council's Executive Committee, and editor of "Readings in Applied English Linguistics" (1958)]

Emphasis upon the language as both tool and content in recent major activities sponsored and supported by the U. S. Office of Education marks an acceleration in the application of linguistics in the teaching of English in this country.

The Principle of Usage

Until quite recently the chief influence of linguistic scholarship upon the English classroom was limited to the teaching of usage. Recognition of linguistic principles of usage, with respect to time, place, and social situation, seems to have been based less upon the three standards set forth in George Campbell's *Philosophy of Rhetoric* (1776) than upon the ideas in Hermann Paul's great *Prinzipien der Sprachgeschichte* (1880). This recogni-

tion underlay J. Leslie Hall's *English Usage* (1917); Charles C. Fries's *Teaching of the English Language* (1927), a National Council of Teachers of English monograph; *Current English Usage*, by Sterling A. Leonard in 1932; and even Professor Fries's quantitative study of the language, *American English Grammar* (1940), also an NCTE monograph. But there was also some utilization of the grammatical findings of the great philologists, especially Otto Jespersen, in Fries's earlier work and in Albert H. Marckwardt's *Introduction to the English Language* (1942), which itself was structured in accord with requirements enunciated in the 1928 report of the NCTE committee on English language courses. Then beginning with Porter G. Perrin's *Index to English* in 1939, classroom textbooks began in increasing numbers to acknowledge the soundness of the usage principle, so that today few high school and college language texts

can be found retaining the full measure of earlier rigid prescriptivism.

Descriptive Linguistics

But the activity of the descriptive linguists in the 1930's and the war years, effective as it was in developing new materials and techniques in teaching English as a foreign language, did not for some time affect the teaching of English in American schools and colleges. Kenneth L. Pike's *Intonation of American English* (1945) was long unnoticed by English teachers; so at first was George L. Trager and Henry Lee Smith's *Outline of English Structure* (1951). But Fries's *The Structure of English* (1952) did receive attention in the professional English journals and was used in a few institutions preparing secondary teachers of English, sometimes along with Harold Whitehall's useful *Structural Essentials of English*, which had first appeared as a mimeographed text in 1949 and subsequently (1956) as a hardback.

It was the Trager-Smith and Fries books, however, that were drawn upon in Donald J. Lloyd and Harry R. Warfel's *American English in its Cultural Setting* (1956) for college freshmen and in Paul Robert's *Patterns of English* (1956) for high school students. These two books found few teachers competent to use them with the intended audiences, but they were influential in subsequent textbook preparation and in teacher training. In the banner year of 1958 Roberts produced a structural text for college freshmen, *Understanding English*; W. Nelson Francis produced *Structure of American English* for classes for prospective English teachers; Archibald A. Hill produced *Introduction to Linguistic Structures* for use on the graduate level; and Charles F. Hockett produced *A Course in Modern Linguistics*, which also could serve as a "graduate" textbook in English. In 1959 appeared James H. Sledd's *Short Introduction to English Grammar*, also a textbook for future high school English teachers. All these were within the framework of structural linguistics, and all but Sledd's drew upon the theory of immediate constituent analysis.

But even while these early books were shaping classroom content and leading to the inception of other textbook projects for both high school and college, a new direction in textbook preparation was implied strongly in the effect of Noam Chomsky's *Syntactic Structures* (1957). Chomsky, turning away from descriptive analysis, especially in terms of immediate constituents, and treating phonemics only marginally, focuses attention upon a series of steps by which all grammatical sentences are developed from a few basic or kernel sentences. Roberts was quick to see in Chomsky's theory values for the English classroom; in January 1962 appeared his *English Sentences*, a high school transformation grammar to replace his *Patterns*. Other texts now in preparation are known to be drawing also upon the work of Chomsky and other researchers in the transformation field.

Concern of NCTE

Alerting of the English teaching profession as a whole, however, has required more than the publishing of textbooks. As early as 1928 the National Council of Teachers of English, then a relatively small group, published the report of an official committee demanding a minimal linguistic content, both historical and descriptive, in the preparation of the sec-

The Center for Applied Linguistics of the Modern Language Association of America is a non-profit professional organization established 1959 in Washington, D.C. The purpose of the Center is to serve as a clearinghouse and informal coordinating body in the application of linguistic science to practical language problems.

The Linguistic Reporter, the Center's bimonthly newsletter, is distributed free of charge to those who request it. Address all correspondence 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.

ondary school teacher of English, but the report had little observable effect. During the past fifteen years circumstances have led to still greater concern within the Council itself. As the Council has grown to a membership of 80,000, it has become increasingly dynamic in this concern with linguistic developments, as evidenced in the work of various committees, publication of significant linguistic articles in its various journals, and major emphasis in the programs at national conventions. In 1960 a pre-convention linguistics workshop attracted so large a registration that the group had to be divided. Similar enthusiasm was evinced in 1961 and in the response to the 1962 meeting. For the spring of 1963 the Council is planning two week-long institutes in applied English linguistics in Louisville and in Atlantic City, with linguists as speakers and consultants and with teachers, school administrators, and supervisors as participants.

In January 1961 the Council published its *The National Interest and the Teaching of English*, intended for the use of members of the U.S. Congress during discussions of educational legislation. The documented evidence concerning the inadequate attention paid to the English language both in teacher preparation and in the school classroom was partly instrumental in NCTE action in appointing a new permanent subgroup, its Commission on the English Language, with W. Nelson Francis as its director.

During this period, too, the NCTE's constituent organization, the Conference on College Composition and Communication, had been equally attentive to linguistic applications, particularly in the first year of college. Its own journal, *CCC*, as early as 1954 began publication of significant linguistic articles, and its annual spring meetings have increasingly been focal centers of linguistic information and discussion. During this same period several significant linguistic articles appeared also in the *CEA Critic*,

the publication of the College English Association.

CEEB Commission on English

In 1959 representatives of the NCTE, the Modern Language Association of America, the College English Association, and the American Studies Association included in a report, *The Basic Issues in the Teaching of English*, an insistence upon the inclusion of sound linguistic content in the English curriculum. Shortly thereafter the College Entrance Examination Board created its Commission on English, to be responsible for action with respect to the English preparation of the college-bound student. As a result, during the summer of 1961 representatives of twenty selected universities participated in a CEEB planning institute at the University of Michigan for the purpose of preparing a language syllabus to be used in summer-long workshops at these same universities in 1962. Nine hundred high school teachers took part in these workshops last summer, and now are applying in their own classes the linguistic knowledge, both content and theory, then acquired.

Even in the field of reading, long marked by little heed to linguistics, such concern is being manifested. Publication in 1961 of Leonard Bloomfield and Clarence L. Barnhart's *Let's Read*, which incorporates the system of teaching reading devised more than twenty years ago by the late Leonard Bloomfield, has aroused critical notice, not always receptive. Charles C. Fries's long-awaited *Linguistics and Reading* is reported to be in the publisher's hands, with publication due early in 1963. The International Reading Association has created a new commission on linguistics and reading, chaired by Priscilla Tyler. She also has been named as chairman of the NCTE-IRA joint committee on linguistics and reading, with the charge to work

See *Linguistics*, 4, Col. 1

toward setting up a major interdisciplinary work conference of linguistic and reading specialists modeled upon the 1956 Ann Arbor conference which led to the creation of the Center for Applied Linguistics.

School Curriculum Revision

Already all this discussion and presentation and publication has led to concrete action by educational authorities. School officials in several communities have supported material preparation and major curricular revision by teachers seeking to make linguistic applications. Notable is Westport, Connecticut, where the school administration has supported a new teacher-training and material preparation program with the advice of linguistic consultants. In Brentwood, Long Island, administrators have likewise encouraged a current two-year experiment in teaching structural grammar. Freedom to experiment has enabled teachers in Cheltenham, Pennsylvania, schools to produce and publish a structural high school text. Newton, Massachusetts, is one of several other cities where similar applications are being made.

Significant is the Portland development. From the English division of a comprehensive city-wide curriculum survey supported by the Ford Foundation three years ago, the Portland, Oregon, schools have worked out, with the help of visiting consultants, a new English curriculum. In the new four-year senior high program is a sustained English language sequence, with the language material introduced as basic content, not as "remedial grammar." This content includes the history of the English language, modern structural grammar, principles of usage, varieties of American English, and English lexicography.

Concurrently, during the summer of 1961, a similar curriculum plan was being developed in Nebraska. There, at the request of the state board of education, the Nebraska Council of Teachers of English, with the aid of a foundation grant, drew up a linguistic sequence for the new Nebraska State English curriculum guide.

Project English

But what may ultimately prove to be the most far-reaching of all developments is that emerging from the positive con-

cern of the U.S. Office of Education. Previous proposals for support of major research in English were crystallized as Project English by Dr. Sterling M. McMurrin upon his becoming U.S. Commissioner of Education early in 1961. Despite failure of the Congress to include English in the revision of the National Defense Education Act, the Office of Education found itself able to use Cooperative Research funds for the support of curriculum development in English. As a result, six Curriculum Study Centers have now been established in universities from coast to coast. Each will receive about a quarter of a million dollars over a five-year period. All the centers will necessarily pay some attention to linguistics as they proceed in their planning of materials. Three, those at the University of Oregon, the University of Nebraska, and especially the University of Minnesota, will be concerned with a high school English language sequence, with language included both for its own sake and also as an aid in the study of literature and in the growth of effectiveness in composition.

Already one state has officially recognized that to teach effectively in the linguistics-conscious English field the prospective teacher needs better undergraduate preparation than in the past. No such candidate for teaching in New York State

National Defense Education Act Fellowships, 1963-64

Fellowships under Title VI (Language Development) of the National Defense Education Act are available to persons selected for advanced training in designated modern foreign languages and in related studies.

Graduate Fellowships

Modern Foreign Language Fellowships are offered under two programs. Program A (described in brochure OE-55025-64) supports the study of many of the languages of Asia, Africa, and Europe, excepting French, German, Italian, and Spanish. Program B (described in brochure OE-55026-64) deals with the study of languages of Latin America including Spanish, Portuguese, and certain other languages of the area. Recipients must be enrolled as graduate students at institutions in the United States offering

can, as of this year, be granted certification without having studied not only the history of the language but also the structure of modern English and principles of sound usage. It is reported that several other states are considering similar action. Volume V of the NCTE curriculum series, that dealing with the training of high school and college teachers, will reveal upon its mid-winter publication specific recommended programs in the language for both the would-be high school teacher and the future college instructor.

It is certainly true, as H. A. Gleason said at the session on applied linguistics at the Ninth International Congress of Linguists in Cambridge, that as yet these activities have affected only a very small proportion of the total population of English teachers in the country. But as the character of the activities changes through the appearance of officially supported curriculum experimentation, support of re-training programs, and creation of new legal requirements calling for some measure of linguistic competence, it seems likely that the tempo will sharply increase within the next few years. One may be reasonably optimistic about the ultimate prospect that at least a minimum of acceptable linguistic information about the English language and its use will be available in most American secondary schools.

appropriate programs. Candidates must apply directly to the graduate schools, not to the Office of Education.

Postdoctoral and Undergraduate

A limited number of postdoctoral awards will again be available in 1963 for the study of Spanish, Portuguese, and certain languages of Sub-Saharan Africa at selected Language and Area Centers. The awards are for full-time summer study only.

In addition, as a pilot project, 100 awards will be available to undergraduate students for intensive full-time summer instruction in certain critical modern foreign languages.

Inquiries about any of the programs noted above should be addressed to: Language Fellowship Section, Division of College and University Assistance, U.S. Office of Education, Washington 25, D.C.

Contrastive Studies of English and German

Contrastive Structure Series. Charles A. Ferguson, General Editor. Published by the University of Chicago Press in cooperation with the Center for Applied Linguistics.

The Sounds of English and German, by William G. Moulton. xiii + 145 pp. \$2.75.

The Grammatical Structures of English and German, A Contrastive Sketch, by Herbert L. Kufner. xi + 95 pp. \$2.00.

Many linguists and specialists in language teaching have for some time been convinced that one of the major problems in learning a second language is the interference caused by structural differences between the native language of the learner and the second language. A consequence of this conviction is the belief that a careful contrastive analysis of the two languages offers an excellent basis for the preparation of instructional materials, the planning of courses, and the development of classroom techniques.

The Contrastive Structure Series, a project of the Center for Applied Linguistics, will describe the similarities and differences between English and each of the five languages most commonly taught in the United States: French, German, Italian, Russian, and Spanish. Each of the five languages is represented by two volumes, one on the sound systems and one on the grammatical systems of English and the language in question.

The volumes on phonology are rela-

tively complete; the volumes on grammar, however, treat only selected topics. The studies make available for the language teacher, textbook writer, or other interested reader a body of information which descriptive linguists have derived from their contrastive analysis of English and the other languages. The studies are not intended as classroom texts.

The first two volumes to appear are those contrasting English and German.

The central purpose of Dr. Moulton's *The Sounds of English and German* is to reveal through a systematic analysis of the contrasts between the sound systems of the two languages those points of conflict which underlie the pronunciation difficulties of American students who learn German and to suggest ways in which these difficulties may be overcome. The order of presentation is based upon linguistic principles: first the consonants, then the vowels, then stress, intonation, and juncture. The style of presentation is mildly technical.

The major emphasis of Dr. Kufner's *The Grammatical Structures of English and German* is on problems of German syntax — sentence types, clauses, phrase structure; little space is devoted to morphological problems. The stress is on the spoken language, though the written language and problems peculiarly characteristic of written style have not been neglected. The two concluding chapters deal with differences between the grammatical and semantic categories of English and German.

Seminar Plans Ph.D. in Language and Language Learning

Plans for a new curriculum leading to an interdisciplinary Ph.D. in Language and Language Learning were discussed at a seminar held in Seattle from September 3 through September 14. The seminar, which was supported by Office of Education funds, brought together members of the departments of Romance Languages and Linguistics of the University of Washington, graduate students, and outside consultants. Work papers, prepared by scholars representing linguistics, literature, psychology, cultural anthropology, and programmed instruction served as points of departure for group discussion. Professor Sol Saporta of the Department of Linguistics, University of Washington, served as coordinator for the first week of the seminar; Professor Wallace E.

Lambert of the Department of Psychology, McGill University, led the second week's discussion.

Out of the recommendations of the group emerged a tentative synthesis which set forth the various forms of academic training appropriate in order to make such an interdisciplinary program effective, with the open recognition that any specific program would necessarily involve choices and compromises.

A full report of the meeting will be available from the University of Washington some time in the future. In the interim, the Center has for distribution a preliminary report drafted by Alfred S. Hayes, Head, Special Projects and Research at the Center, who was a member of the seminar.

Linguists wanted

ENGLISH AS A SECOND LANGUAGE. *Robert College of Istanbul, Turkey has several vacancies starting September 1963.*

INSTRUCTORSHIPS, *M.A.'s with relevant majors and course work in Linguistics or English as a Foreign Language and teaching experience. Three year contracts provide round trip travel, salary, and fringe benefits. Full maintenance for single men, housing for married men. Single men preferred. Send detailed resumes to Teacher Placement, Near East College Association, 548 Fifth Ave., N.Y. 36, N.Y.*

UNDERGRADUATE LINGUISTICS PROGRAM *needs qualified Ph.D. Courses include history of English and English structure. Salary and rank open. Address Dr. Lee A. Burrell, Jr., Chairman, English Dept., Wisconsin State College, Stevens Point, Wis.*

COORDINATOR FOR PROGRAM of American English and foreign language instruction. *Ph.D. with training in linguistics and with near-native proficiency in a foreign language. Salary range \$6000-\$9000 depending on qualifications. Address Dr. Carl A. Lefevre, Chairman, Communications Skills Program, Chicago Teachers College North, 550 North St. Louis Ave., Chicago 25, Ill.*

Linguistics Ph.D. at Princeton

Beginning in the fall of 1963 Princeton University will offer a new three-year course of graduate study leading to a Ph.D. in linguistics. Dr. William G. Moulton, Professor of Linguistics, is Chairman of the Interdepartmental Committee which will direct the program. The work of each student in the program will be based upon a core of courses in general linguistics and will include as well linguistic study of specific languages and language families. Study in such related fields as literature, philosophy, or anthropology will also be part of the program, one purpose of which is to make courses in linguistics available to students in the Graduate School.

Miscellaneous Linguistics

Corrigenda. (N.B. These unfortunate errors were caused neither by the authors nor by the printer, but were caused by haste in getting the book out for the summer term.) — M. Poltoratzky and M. Zarechnak, *Russian, First Course, Part I.*

meetings and conferences

- December 26-30. American Association for the Advancement of Science. Philadelphia, Pa.
- December 27. American Dialect Society. Washington, D.C.
- December 27-29. American Folklore Society. Washington, D.C.
- December 27-29. College English Association. Washington, D.C.
- December 27-29. Modern Language Association of America. Washington, D.C.
- December 27-30. National Society for the Study of Communication. Cleveland, O.
- December 27-30. Speech Association of America. Cleveland, O.
- December 28-30. American Philological Society. Baltimore, Md.
- December 28-30. Linguistic Society of America, 37th. New York, N.Y.
- December 29-30. American Associations of Teachers of French, German, Italian, Spanish and Portuguese, and Slavic and East European Languages. Washington, D.C.
- March 21-23. Conference on College Composition and Communication. Los Angeles, Cal.
- March 25-27. Association for Asian Studies, 15th. Philadelphia, Pa.
- March 26-28. American Oriental Society. Washington, D.C.
- April 5-6. Georgetown University Round Table Meeting, 14th. Washington, D.C.
- April 15-16. Ontario Modern Language Teachers' Association. Toronto, Ont.
- April 23-27. National Association of Foreign Student Advisers, 15th. Pasadena, Cal.
- April 26-27. Northeast Conference on the Teaching of Foreign Languages, 10th. Philadelphia, Pa.

Columbia Develops High School Chinese Program

Columbia University, with the aid of a grant from the Carnegie Corporation of New York, has developed a special program to introduce the study of the Chinese language in New York area high schools. Under the direction of Russell Maeth, former head of Chinese language instruction at the Foreign Service Institute, Department of State, the program is expected to cover four years with an initial planning and trial period during the summer and fall of 1962. The University's Department of Chinese and Japanese (Dr. Wm. Theodore de Bary,

Chairman) will supply teaching materials and instructors. One of the primary objectives of the program is to prepare elementary texts complete with drill materials. Work has already begun on a basic text, designed with the "oral-aural" approach in mind and for use with language laboratory facilities. Work is also being done on an introduction to the Chinese writing system based upon linguistic analysis. It is hoped that a wholly programmed course in written Chinese to accompany the basic textbook will be ready by fall 1963.

IIE Shipboard Program for Asian Students

For the past seven years the Institute of International Education has administered on board ships of the American President Lines a special orientation program for Asian students who are coming to study in American colleges and universities. The program is conducted on each ship by a three-man team of directors, who receive round trip transportation in return for their services. There are two summertime sailings; each team goes out

on one ship and returns on the other, with a three-week stopover in the Orient. Each team of directors combines the qualifications of a foreign student adviser, a teacher of English as a second language, and a lecturer on the Orient. Persons interested in the position of shipboard director for summer 1963 are invited to write for further details to IIE West Coast Regional Office, 291 Geary Street, San Francisco 2, California.

book notices

Thought and Language, by Lev Semenovich Vygotsky. Edited and translated by Eugenia Hanfmann and Gertrude Vakar. Published jointly by the M.I.T. Press and John Wiley, New York and London, 1962. xxi + 168 pp. \$4.95.

This is the first English translation of Vygotsky's last work, published posthumously in Moscow in 1934 and reprinted in 1956. The volume "ties together one major phase of Vygotsky's work, and though its principal theme is the relation of thought and language, it is more deeply a presentation of a highly original and thoughtful theory of intellectual development" (*Introduction* by Jerome S. Bruner).

Chapter 1 discusses the problem and the approach. Chapters 2 and 3 are analyses of Piaget's and Stern's theories about the development of language and thinking. Chapter 4 traces the genetic roots of thought and speech. Chapter 5 deals with the general developmental course of word meanings in childhood. Chapter 6 is a comparative study of the "scientific" and the spontaneous concepts of the child. The last chapter summarizes the investigation.

Included in the volume is a separately published pamphlet: Jean Piaget, *Comments on Vygotsky's Critical Remarks . . .* (Cambridge, The M.I.T. Press, 1962, 14 pp.).

Resources for South Asian Area Studies in the United States, edited by Richard D. Lambert. Philadelphia, University of Pennsylvania Press, 1962. 320 pp. \$5.00.

A report of a conference held in February 1961, this book presents an analysis of the current state and future needs of American studies of India, Pakistan, Ceylon, Afghanistan, and Nepal. Contains an opening essay on South Asia studies in the U.S., 1951-1961, twenty individual working papers, and a final summary report.

A companion volume, *Resources for South Asian Language Studies*, edited by W. Norman Brown, (University of Pennsylvania Press, 1960, 103 pp., \$4.), a report of a conference held in January 1960, is concerned with the development of linguistic material and personnel. Contains a conference report and eleven working papers.

Texas Conference on Problems of Linguistic Analysis in English, edited by Archibald A. Hill. Austin, University of Texas, 1962. 3 vols. First, 142 pp. Second, 166 pp. Third, 186 pp. \$2.50 each.

Proceedings of three conferences held at the University of Texas. The subject of the first conference (April 27-30, 1956) was the relation of phonemic analysis, statement, and transcription to the results of phonetic analysis, mainly in the area of segmental phonemes, with particular attention to vowels. The second conference (April 26-29, 1957) concentrated on suprasegmental analysis and its problems on both the phonemic and morphemic levels. The third conference (May 9-12, 1958) was deliberately organized to gather together differences of opinion which were as wide as possible; the four discussion leaders were Henry Lee Smith, Jr., Noam Chomsky, Ralph B. Long, and James H. Sledd.

Historical Linguistics, An Introduction, by Winfred P. Lehmann. New York, Holt, Rinehart and Winston, 1962. xiii + 297 pp. \$5.50.

A textbook for a beginning course in historical linguistics. After a general introduction to all the topics concerned, it has sections on the classification of languages and the methods employed in the gathering and analysis of material. The first section is devoted to a systematic exposition of linguistic change. The book contains many examples, chiefly from Indo-European, selected further readings after each of the fourteen chapters, and an annotated bibliography. There is an accompanying workbook, *Exercises* (97 pp.), which has supplementary discussions and problems of historical analysis.

Etudes de linguistique appliquée I. (Publications du Centre de Linguistique Appliquée) Paris, Didier, 1962. 167 pp. \$2.10.

This is the first volume of a projected series of publications of the Centre de Linguistique Appliquée at the University of Besançon. It consists of ten papers on a variety of subjects: one on general linguistics and applied linguistics, two on lexicology, one each on synthetic speech, Raymond Queneau, and the motivation of adult language students, and three on experiments and observations connected with audio-visual techniques of language

teaching. The fourteen authors represent a wide variety of institutions including seven universities, the Ecole Nationale Supérieure de St. Cloud, and the Alliance Française.

English For Today. Book One, At Home and At School, by the National Council of Teachers of English. New York, McGraw-Hill, 1962. *Student Text*, vii + 167 pp. \$1.40. *Teacher's Text*, 85 + 167 pp. \$2.75.

The first of a series of six textbooks for teaching English as a foreign language in secondary schools overseas, sponsored by the NCTE and prepared by a group of specialists. The Project Director and General Editor is William R. Slager. The material is graded for vocabulary and structure with provision for extensive pattern practice and exercises. Each lesson contains line cuts illustrating the meanings of the "content" words. The teacher serves as the model for pronunciation. The *Teacher's Text* (bound with the *Student Text*) contains notes on how to teach vocabulary, grammar, pronunciation, etc. as well as specific comments on each of the twenty-five lessons in Book One.

Learning English. A Review Grammar for Speakers of Arabic, by Walter Lehn and William R. Slager. Cairo, The American University at Cairo Press, 1961. xiii + 268 pp.

This new edition, like the preliminary edition of 1959, is based upon a contrastive study of Arabic and English. Designed for oral use in the classroom, each lesson introduces and drills only one grammatical or syntactical pattern at a time. Transcription and comment on pronunciation are kept to a minimum. Grammatical terminology is in general traditional. The book closes with a chapter on Kinds of English.

ELEC English Course, by the English Language Exploratory Committee. Tokyo, Taishukan, 1961-62. *Part I, Text*, vii + 324 pp., 750 yen. *Part II, ELEC Seminar Scripts: Vol. 1*, x + 180 pp., 460 yen; *Vol. 2*, vii + 127 pp., 330 yen.

Linguistically oriented texts for Japanese adults, prepared with the collaboration of C. C. Fries, A. A. Hill, W. F. Twaddell, E. Haden, E. Kleinjans, Yambe Tamotsu, J. Callender, and others. Based on the aural-oral approach, the materials contain numerous drills on pronunciation

as well as dialogues and drills on syntax. In most of Part I the standard English orthography is accompanied by a transcription indicating segmental phonemes, stress, juncture, and intonation. The final section (pp. 241-324) contains notes and explanations in Japanese. In Part II the "Oral Presentation" sections indicate sentence intonation.

A Short Course in Oral English, by the English Language Exploratory Committee. Tokyo, Taishukan, 1961. *Vol. 1*, 194 pp., 300 yen; *Vol. 2*, 135 pp., 200 yen.

These materials are substantially the same as those of Part II of the *ELEC English Course* described above.

CORRECTION. In the August issue of the *Reporter* the publisher of Yao Shen's *English Phonetics* was mistakenly given as the University of Michigan. The actual publisher is Braun and Brumfield, Inc., P.O. Box 1203, Ann Arbor, Michigan. The Center regrets this error.

ACLS Aids Linguistic Studies

The American Council of Learned Societies has announced a program of fellowships and grants for 1963-64 to further the study of linguistics at both the graduate and undergraduate level.

Graduate fellowships are designed to offer assistance to candidates for the doctorate who have demonstrated high competence in linguistic studies but who without such assistance might have to prolong unduly the completion of their doctoral work. Direct applications from students will not be received. Instead, the candidate must be nominated by his principal faculty adviser with supporting statements from others.

Grants for summer study in linguistics are designed to further the training of younger scholars of high competence and to enhance the scientific training of language teachers, including teachers of English as a foreign language abroad.

The deadline for receipt of nominations and applications is March 15, 1963. For further information and application forms address Miss Marie J Medina, American Council of Learned Societies, 345 East 46th Street, New York 17, New York.

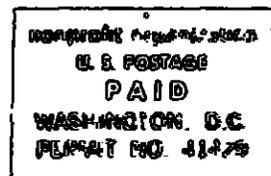
The Linguistic Reporter

Newsletter of the

Center for Applied Linguistics

1346 Connecticut Avenue, N.W.

Washington 6, D.C.



CAL publications

Contrastive Studies in Linguistics A Bibliographical Checklist W. W. Gage	\$.75
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 & H. M. Stimson	\$ 2.50
Second Language Learning in Asia, Africa, and Latin America	\$.50
Study of the Role of Second Languages in Asia, Africa, and Latin America	\$ 1.75

For a complete listing write to the
Publications Section at the Center.

Tapes for Technical English

A Technical English Tape Library consisting of materials prepared for students of English as a second language who need to learn the terminology of specialized areas of study (e.g. agriculture, engineering, medicine) is available from English Language Services, Inc., 800 18th Street, N.W., Washington 6, D.C. The Library consists of more than 100 recorded lessons, designed for students at various levels of proficiency. Each lesson is a self-contained unit accompanied by a script. Some require student participation; some are designed primarily for listening. All tapes are full track recordings at 3.75 ips on 7-inch reels. For a descriptive brochure write to English Language Services.

The University of South Florida Language Quarterly, with its first issue Volume I, Number 1, Fall 1962, is intended to have as wide an appeal as possible for all teachers of linguistics and languages. Each issue will contain material of interest to high school teachers of languages, college teachers of English literature, and research professors of linguistics. The Editor is Albert M. Gessman, University of South Florida, Tampa, Florida.

ATALA. The Association pour l'étude et le développement de la traduction automatique et de la linguistique appliquée

(ATALA) will hold in Paris on December 8 a colloquium devoted to the problems raised by the definition of the "word" in various fields of applied linguistics. For details, address M. Georges Fargues, Secrétaire général d'ATALA, 20 rue de la Baume, Paris 8ème, France.

The Linguistics Club of Georgetown University with its first meeting October 25 is planning a schedule of speakers for the academic year. The biweekly meetings are open to the public. Officers elected at the first meeting are George R. Bozzini, President, and Larry Selinker, Secretary; Professor Robert J. Di Pietro is faculty adviser.

Makerere College, Kampala, Uganda, has released a Seventh Progress Report, dated June 1962, on the Nuffield Research Project in the Teaching and Use of English in East African Schools. The College welcomes communication from co-workers in the field.

The Stanford Center for Japanese Studies in Tokyo provides a select group of undergraduate and graduate students with the opportunity to study for a full calendar year in Japan. At the core of the program is intensive language instruction. For information and application forms address John D. Goheen, Stanford Center for Japanese Studies in Tokyo, Stanford University, Stanford, California.